

ANNUAL REPORT
2004

NSW BOARD OF VOCATIONAL
EDUCATION AND TRAINING



NSW Board of Vocational Education and Training Annual Report 2003-2004

The Hon Andrew Refshauge MP
Deputy Premier
Minister for Education and Training
Minister for Aboriginal Affairs
Parliament House
Macquarie Street
SYDNEY NSW 2000

Dear Minister

In accordance with the provisions of the *Annual Reports (Statutory Bodies) Act 1984*, it is my pleasure to submit the annual report of the NSW Board of Vocational Education and Training for the financial year 2003-2004.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Bert Evans'.

Bert Evans AO

Chairman

A handwritten signature in blue ink, appearing to read 'Leslie Loble'.

Leslie Loble

Member

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GLOSSARY

VET	vocational education and training
BVET	NSW Board of Vocational Education and Training
ANTA	Australian National Training Authority

Chairman's Overview



Vocational education and training is a vital force in the economy and in society, underpinning the quality of life of all citizens and the ability of enterprises and individuals to thrive and prosper. The Board plays an overarching role in recommending strategic directions and priorities to position the NSW vocational education and training (VET) system to help meet society's current and emerging skill needs. The Board is also committed to promoting innovation, best practice and new partnerships in vocational education and training delivery. I am proud of the Board's continuing achievements during 2003-2004 in working to these ends.

As one of its most important responsibilities, the Board continued to advise the NSW Minister for Education and Training on vocational education and training policy and the allocation of national funds for vocational education and training purposes in New South Wales. During the year the Board received updated New South Wales-specific employment forecasts for 2001-2008 which will be of immense value to planners in vocational education and training providers, government agencies and businesses.

A number of innovation demonstration projects were successfully completed and a series of new projects were commissioned during the year. Among the projects brought to completion was the initiative *Bringing Vocational Education and Training to Cellulose Valley* in Lismore, in the Northern Rivers region. It demonstrated the valuable role vocational education and training can play in regional social and economic development when innovative, flexible and co-operative approaches are used. A subsequent

project, called *Innovation in the Regions*, was commissioned during the year to diffuse the knowledge and strategies gained from the *Cellulose Valley* project in three TAFE NSW Institute initiatives to support innovation projects driving local economic and social development. TAFE NSW – South Western Sydney Institute is trialling a new approach to fostering high-level innovation skills in small to medium manufacturing / engineering enterprises and a new mode of delivery of the Graduate Certificate in Innovation Management. TAFE NSW – New England Institute is supporting sustainable marketing partnerships for practising artists in New England and the North West, including Aboriginal communities, while TAFE NSW – Western Institute is trialling a model for developing community-based business development skills in small to medium size regional communities.

Southern Adult Education College, Nowra, completed its innovation project, *It's in the Air*. A network of defence industry contractors was formed to facilitate co-operation in identifying training needs and developing flexible and innovative ways to deliver training to workers and job-seekers following outsourcing of training by the Department of Defence.

Another valuable piece of work completed during the year was the project undertaken by Central West Community College, an Adult and Community Education (ACE) provider based in Orange. Entitled *A Sustainable Future – Innovation in Training for the Agricultural Sector*, and focussing on the training needs of rural producers and communities in the Central West region, the project addressed important issues in training and delivery and provided advice on how to achieve a more demand-driven system of training provision for the agricultural sector.

Over the years the Board's projects have responded to skill needs for the regions and communities, skills for the new economy, and skills for participation, including skill needs for Indigenous people, young people, people from culturally and linguistically diverse backgrounds and people with a disability. Current projects addressing skill needs for participation include an extension of the Board's successful project *Pathways for Indigenous People in Vocational Education and Training* in Armidale, New England, which will support the project manager for a further twelve months to steer the project to full self-sustainability. Similarly, an extension of the *Cellulose Valley* project will see the Board support further work to establish an Aboriginal Employment Service and an Aboriginal Business Mentoring Program, trial agricultural and horticultural enterprises and replicate the *Pathways* project in the Northern Rivers region.

The Board's research and demonstration program is being focussed into a number of significant new areas into the future.

The Board is moving to develop a 'Skills for Sustainability' strategy to enable NSW industries to adopt more sustainable business models and practices, supported by the NSW vocational education and training system. The Board is planning to commission research into the essential skill base needed to meet the sustainability challenge and, in light of the research, to test the implications through demonstration projects involving VET providers and industry to demonstrate the use of training to meet skill gaps and to expand sustainable industries.

Another new area the Board is pursuing is an exploration of how personalised learning models, with the assistance of information and communications technologies, might be used to support vocational education and training services to better meet the diversity of client needs and to improve the outcomes they achieve. A series of research and demonstration projects are being commissioned to collect current examples of personalised learning practices in VET delivery and in career development and employment placement services and to encourage dialogue by VET practitioners on how these approaches can be adopted and supported more widely in the NSW VET system.

The Board is also planning to support a range of innovative vocational education programs in the compulsory years of schooling to better support the retention and engagement of Aboriginal students in education and training and their transition to work and employment.

Other significant developments in the vocational education and training domain in New South Wales during the year include the review of the NSW traineeship system. Traineeships have seen tremendous growth in recent years, with more than 60,000 new entrant and existing-worker trainee commencements annually. The Board has commissioned the review in response to significant concerns about the extent to which the system is delivering quality training outcomes and meeting the State's skill needs. The review is assessing the quality and responsiveness of the NSW traineeship system and examining the impact of recent growth in traineeships and the effect of national policies. It will identify options for ensuring the quality of traineeship outcomes for individuals and NSW industry.

In 2003 the *NSW Work Placement Co-ordination Program* operated as a single co-ordinated program using both State and Commonwealth funds. The program achieved significant growth, supporting the co-ordination of 90 per cent of the Higher School Certificate (HSC) VET work placement requirements across the State compared to 76 per cent in 2002. The program also achieved greater industry involvement in the program, with 17,452 employers hosting HSC VET students for work placements in 2003, a 22 per cent increase from the 14,249 employers reported in 2002. Mandatory work placement for students doing HSC Industry Curriculum Framework courses is continuing to underpin the success and quality of VET programs for school students in New South Wales.

The Board was also pleased to formally recommend for ministerial approval changes to the *Apprenticeship and Traineeship Training Program* designed to encourage higher-level skills training, improve the quality of outcomes for apprentices and trainees and increase the accountability of registered training organisations. Group training companies play an important role in helping young people find apprenticeships and traineeships and assisting small to medium size businesses to take on apprentices and trainees. The Board provided advice on changes to the guidelines for funding group training organisations that will open the market to all registered not-for-profit group training organisations and strategically target specific shortages, the disadvantaged, rural and remote placements and meeting local community needs.

I have long been a strong advocate of the need for high-quality vocational education and training. During the year I drew attention to concerns about the quality of training provided to trainees undertaking fully work-based traineeships. I am pleased that, despite delays, the National Training Quality Council has agreed to preparation of a detailed project brief for the first stage of a strategic evaluation of this issue, for consideration early in the 2004-2005 year.

During the year the Board welcomed two new members: Andrew Cappie-Wood, who replaced Jan McClelland as Director-General of Education and Training, and Linda Simon. Ms Simon is Federal TAFE President of the Australian Education Union. She has been both a school teacher and a TAFE teacher, and is also a member of the TAFE NSW Central Coast Campuses Board.

The Board is strongly committed to ensuring that New South Wales continues to provide international-standard vocational education and training outcomes and flexible response capability to meet the skill development needs of enterprises and individuals. In demonstration of this commitment, I am proud to present, on behalf of the Board, this report on the Board's achievements during 2003-2004.



Bert Evans, AO

Chairman, NSW Board of Vocational Education and Training

The Role of the Board

The Board of Vocational Education and Training was established in 1994 to provide the State Government and the Minister for Education and Training with strategic advice about the NSW vocational education and training system.

The Board, which is appointed by the Minister, oversees policy and planning initiatives and fosters partnerships between key stakeholders in the NSW training system. The Board is a key source of advice to the Minister on State and national vocational education and training priorities. The Board also functions as the State Training Agency in New South Wales for the purposes of approving the allocation of recurrent and capital Commonwealth funding.

Charter

The Board's charter is to:

- ➔ research and understand the marketplace and environment in which vocational education and training operates
- ➔ plan appropriate strategic responses
- ➔ advise on the suitable allocation of resources
- ➔ liaise with governments, industry and community groups, and
- ➔ inform people about and promote the value of the NSW vocational education and training system.

Aims and Objectives

The Board's aims and objectives, as specified in section 6 of the *NSW Board of Vocational Education and Training Act 1994*, are to:

- (a) advise the Minister on State vocational education and training policies in the context of State and national priorities and objectives
- (b) promote and develop, in collaboration with other agencies, a State vocational education and training system delivering high quality and nationally recognised programs

- (c) prepare, in collaboration with industry and vocational education and training providers, State Training Profiles based on the National Strategic Plan and agreed planning parameters, for approval by the Minister
- (d) recommend to the Minister the allocation of resources, including funding, to achieve optimal effectiveness and efficiency in the State's vocational education and training system
- (e) co-ordinate the provision of data on the performance of the State vocational education and training system to the Minister as required
- (f) prepare such plans and reports as may be required by the Minister
- (g) liaise with the Australian National Training Authority and with the State Training Agencies of other States and Territories
- (h) commission and conduct inquiries and foster research in vocational education and training
- (i) promote and develop, in consultation with the Vocational Education and Training Accreditation Board, a co-ordinated and effective State system for the accreditation of courses and registration of education and training providers
- (j) encourage the development of innovative programs and best practices, and the creation of new partnerships between the consumers of vocational education and training and public and private providers
- (k) collaborate with other agencies, to develop effective communication mechanisms for the dissemination of information about State and national developments in vocational education and training, and
- (l) advise and make recommendations on any matter referred to the Board by the Minister.

Members of the Board



The Board consists of nine part-time members, eight of whom are appointed by the Minister. The Director-General of the Department of Education and Training is an ex-officio member of the Board.

During the year in review, Andrew Cappie-Wood, the new Director-General of the Department of Education and Training, replaced Jan McClelland, the former Director-General, on the Board at the beginning of 2004. There was a vacancy on the Board until the appointment of Linda Simon in March 2004.

All members of the Board are appointed until 31 December 2005.

Bert Evans, AO (Chairman)

Bert Evans (pictured above) was appointed Chairman of the Board in 1996, following his retirement as Chief Executive of the Metal Trades Industry Association. Mr Evans is also Chairman of the NSW Vocational Education and Training Accreditation Board.

In addition to his leadership roles in the training sector, Mr Evans is also Visiting Professor in the Macquarie Graduate School of Management and Visiting Professor in Industrial Relations at the University of Sydney. Until May 2003, Mr Evans was also Chairman of the Sydney law firm, Cutler, Hughes and Harris.

Mr Evans is a dedicated advocate of the social and economic benefits of quality training for all.

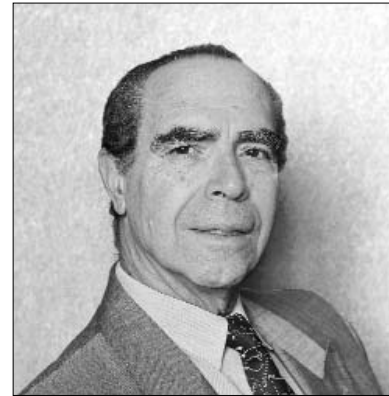


Kevin Power

Kevin Power was appointed to the Board in 1995. He is a Director of the Australian Training Company and was formerly the Executive Director of the ACTU-Lend Lease Foundation, and former Deputy Secretary of the Commonwealth Department of Employment, Education and Training.

Mr Power is also a member of the NSW Vocational Education and Training Accreditation Board, a Director of the Indonesian Skills Foundation and a Fellow of the Australian Institute of Management.

Mr Power is also Special Adviser to the National Aboriginal Sports Corporation, Australia, and is committed to enhancing education and work options for young Indigenous people.



Dr Paolo Totaro, AM

Paolo Totaro has been a member of the Board since July 1996. He was foundation Chairman of the Ethnic Affairs Commission from 1977 to 1989, and is a former Pro-Chancellor of the University of Technology, Sydney, and former Commissioner of the Australian Law Reform Commission.

Dr Totaro is also a member of the Northern Sydney Area Health Service Board and the NSW Vocational Education and Training Accreditation Board.

Dr Totaro has a passionate interest in making vocational education and training a vehicle for giving better prospects in life to youth at risk, especially from both Indigenous and immigration minorities, as well as people in their third age.

Members of the Board (continued)



Kay Sharp, AM

Kay Sharp was appointed to the Board in 1998. Mrs Sharp is Executive Director of the Hunter Valley Training Company, a member of the Board of the Worldskills Australia Foundation and a member of the Advisory Council to TAFE NSW – North Coast Institute.

Mrs Sharp is also a member of the Board of MAI-WEL, an organisation that provides training and employment for people with intellectual disabilities. Mrs Sharp has a strong interest in vocational programs that address the special needs of people with a disability, young people and Indigenous communities.



Leslie Loble

Leslie Loble is Deputy Director-General, Strategic Planning and Regulation, with the NSW Department of Education and Training. Ms Loble manages the department's policy formulation, program development, strategic planning and intergovernmental relations activities across schools, VET and higher education sectors. Ms Loble also oversees funding and regulation aspects of the NSW VET system.

Prior to joining the Department, Ms Loble served the Clinton Administration as Chief of Staff to Labor Secretary Robert B. Reich, and as a member of the US Department of Labor's senior management team.



Bill Wooldridge

Bill Wooldridge was appointed to the Board in May 2002. He retired as Assistant Secretary of the Electrical Trades Union of Australia, NSW Branch, at the end of 2002, after 34 years as a full-time elected official. During this time Mr Wooldridge was Chairman of the Electro-Tech Group Training Company and Deputy Chairman of the Electro Skills Centre.

Mr Wooldridge is a passionate advocate of the importance of quality training for workers in all industries, and has had a long history of involvement in the selection of the Apprentice of the Year for the NSW Training Awards.

Meetings of the Board

There were 10 meetings of the Board in 2003-2004. Two meetings were held as part of Board community consultations visits, to the Shoalhaven/Nowra area on the South Coast in August 2003 and to Alexandria, inner Sydney, in September 2003.

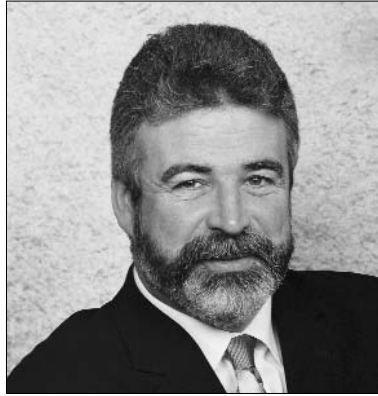
TABLE I: MEMBERS' ATTENDANCE AT BOARD MEETINGS

Member	Meetings eligible to attend	Meetings attended
Bert Evans, AO	10	9
Kevin Power	10	10
Dr Paolo Totaro, AM	10	9
Kay Sharp	10	10
Leslie Loble	10	9
Bill Wooldridge	10	9
Leah Armstrong	10	10
Jan McClelland	5	4
Andrew Cappie-Wood	4	3
Linda Simon	3	3



Leah Armstrong

Leah Armstrong was appointed to the Board in January 2003. She is General Manager of the Yarnteen Aboriginal and Torres Strait Islander Corporation and Managing Director of Yarnteen Commercial Enterprises. The Yarnteen Corporation is actively involved in creating employment within the Aboriginal community and establishing commercial Indigenous enterprises within the wider community. Ms Armstrong strongly advocates the need for strategic thinking in vocational education training to assist Aboriginal communities and individuals to achieve economic self-sufficiency.



Andrew Cappie-Wood

Andrew Cappie-Wood has been the Director-General of Education and Training and Managing Director of TAFE NSW since February 2004, when he also joined the Board as an ex-officio member. Prior to taking up the reins at Education and Training, Mr Cappie-Wood spent a number of years as the Director-General of Housing and shorter periods as head of the Department of Ageing, Disability and Home Care and of Aboriginal Affairs. He also assisted in the establishment of the Department of Infrastructure, Planning and Natural Resources. Mr Cappie-Wood is the NSW President of the Institute of Public Administration. In this role he is especially interested in the ways that training can improve the quality of service provision to citizens and communities.



Linda Simon

Linda Simon was appointed to the Board in March 2004. Ms Simon has been Secretary of the TAFE Teachers Association in New South Wales for almost ten years, and was elected Federal TAFE President of the Australian Education Union in early 2004. Ms Simon has been both a school teacher and a TAFE teacher, and is currently a Head Teacher of English and Communication in TAFE. She is also a member of the Central Coast Campuses Board.

The 2003-2004 Year in Review

At the start of the year in review, June 2003, there were over half a million students (588,400) in vocational education and training (VET) in New South Wales.¹ New South Wales accounted for almost one-third of the total national vocational education and training effort.²

The number of VET students in New South Wales was nearly double the number of students in higher education (300,234)³. Over 540,000⁴ of them were studying in TAFE NSW institutes. There were four and a half million subject enrolments during the year involving 128 million hours of training. Most of these enrolments were for study on campus / at college, but there were 206,000 on-line or remote-access subject enrolments and 223,200 employment-based subject enrolments.⁵

1,517 registered training providers were operating in New South Wales and they provided over 1,600 different training package qualifications and offered 1,065 accredited courses.⁶

In the year to 30 June 2004 nearly 80,000 applications to undertake apprenticeships and traineeships were made and at that date there were approximately 137,700 apprentices and trainees in training⁷. New South Wales reported 67,200 enrolments in school vocational education and training programs for 2003.⁸ In addition, a growing number of university graduates were doing vocational education and training courses to better equip them to find employment and operate in the workplace.

The Board's 2003-2004 annual report highlights activities and achievements in:

- ➔ Responding to vocational education and training needs and advising on resource allocation
- ➔ Encouraging innovation and new partnerships to meet training needs
- ➔ Understanding the vocational education and training marketplace and environment, and
- ➔ Consulting the community and promoting the value of vocational education and training.

Responding to training needs and advising on resource allocation

One of the Board's key responsibilities is to advise on the allocation of resources, including funding. To do so effectively, the Board needs to understand the current and future skill needs of industry, enterprises and individuals in New South Wales, and contribute to shaping plans to meet them within the prevailing and emerging labour market environment and within the parameters of the wider national policy and funding context.

National Policy Framework

ANTA Agreement between Australian Government and State Governments

In 1992 the Commonwealth established a partnership with the States to guide reform of vocational education and training in Australia. In return for Commonwealth funding for growth in training provision, the States agreed to implement nationally consistent strategic directions and annual priorities for training.

In 1994 the NSW Board of Vocational Education and Training was established by an Act of Parliament to provide the NSW Government with policy and resource advice to support the State's involvement in the national training partnership.

The Australian National Training Authority (ANTA) manages the partnership at the national level and guides training reform within a framework of nationally agreed priorities. ANTA operates under the authority and direction of the ANTA Ministerial Council, which is comprised of all Commonwealth and State and Territory Ministers responsible for vocational education and training.

¹ National Centre for Vocational Education Research (NCVER), *Australian vocational education and training statistics – Students and Courses 2003 – Australia*, Australian National Training Authority, 2004

² NSW Department of Education and Training *Annual Report 2003*, DET, Sydney, 2003

³ Australian Department of Education, Science and Training, *Students 2003 – Selected Higher Education Statistics*, Excel spreadsheet on website www.detya.gov.au/highered/statistics

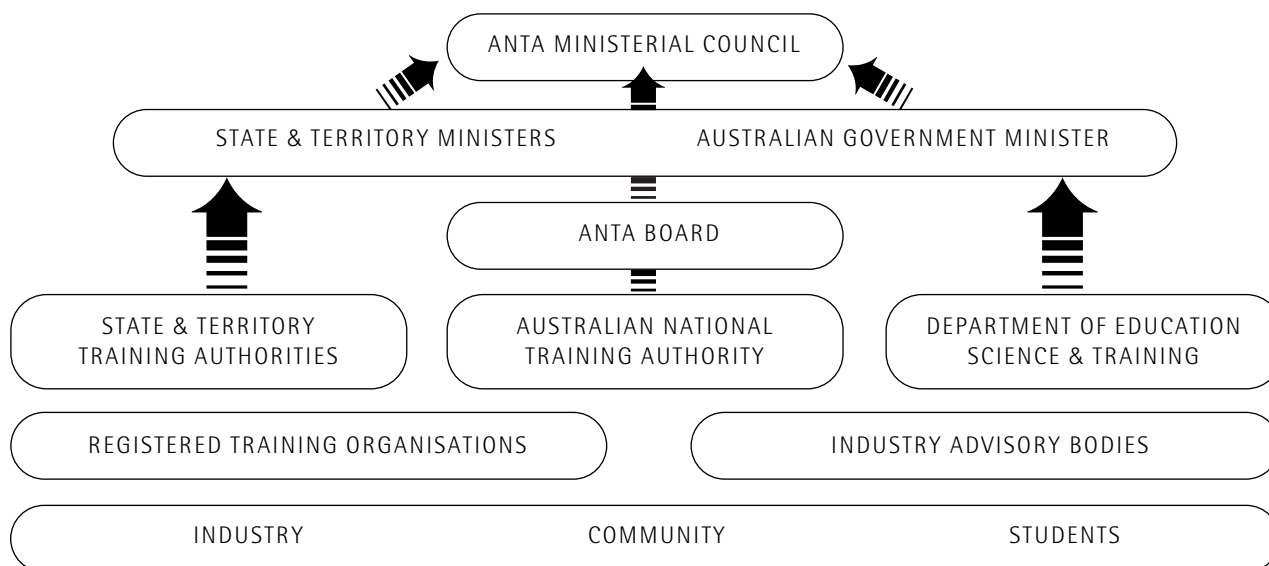
⁴ NSW Department of Education and Training, *Annual Report 2003*

⁵ NCVER, *Australian vocational education and training statistics – Students and Courses 2003 – New South Wales*

⁶ NSW Department of Education and Training, *Annual Report 2003*

⁷ NSW Integrated Vocational Education and Training System database, State Training Services, NSW Department of Education and Training

⁸ NCVER, *Australian vocational education and training statistics – Students and Courses 2003 – VET in Schools*, Number of VET in school students for 2003 reported by States/Territories to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Transition from School Taskforce



Source: Australian National Training Authority

The national vocational education and training system structure is shown above. (Source: Australian National Training Authority website)

National Strategy for Vocational Education and Training

In 2003, working with States and Territories and through an extensive national consultation process, ANTA developed a national strategy for vocational education and training for the period 2004–2010, called *Shaping our Future*. The strategy was endorsed by State and Territory Ministers in November 2003. In June 2004 Ministers also endorsed the action plan for the National Strategy to improve the vocational education and training system for Australian businesses, students, apprentices and communities.

ANTA Agreement 2004

Negotiation of the 2004–2006 ANTA Agreement broke down, resulting in the Commonwealth's rolling over (i.e. extension) of the existing 2001–2003 ANTA Agreement into 2004. For 2004, funding of \$29.4 million nationally was withheld from the States, including \$9.8 million from New South Wales.

Under the rolled-over ANTA Agreement, States continue to:

- ➡ match Commonwealth growth funding with additional State funds
- ➡ prepare specific State innovation strategies, and
- ➡ maintain the level of training activity.

At the June 2004 Ministerial Council meeting Ministers agreed to recommence ANTA Agreement negotiations to finalise an Agreement for 2005 onwards which includes a co-ordinated training response, with adequate funding, to deal with Australia's current and future skill needs.

Strategic Planning Advice

The Board contributes to and develops plans for the expenditure of funds for vocational education and training in New South Wales and aligns its resource allocation and policy advice and targets project funding to the priorities outlined in these plans.

NSW VET Plan 2004

A key requirement of the national training partnership is the preparation by States of annual vocational education and training plans for expenditure of national and matching State funds for vocational education and training.

The plans require formal approval by the ANTA Ministerial Council. They report on State achievements against the previous year's plan and outline priorities for the coming year. The plans also include training activity data and a capital development plan.

In its *NSW VET Plan 2004* the Board reported:

- ➡ New South Wales's progress towards fulfilling the nationally-agreed annual training priorities for 2003
- ➡ training activity data for 2003
- ➡ planned vocational educational and training initiatives for 2004, and
- ➡ projected training activity for 2004.

The 2004 plan was prepared with input from the NSW Department of Education and Training, TAFE NSW, the NSW Board of Adult and Community Education, the NSW Board of Studies and NSW Agriculture.

The *Annual NSW VET Plan* incorporates a State Innovation Strategy to ensure that New South Wales has a training system which assists the development of an innovative business culture, promotes the application of new technologies, supports the economic development of rural and regional communities and provides greater flexibility for individual learners.

NSW Strategic Plan for Vocational Education and Training 2002-2004

In order to improve planning for future skill needs in New South Wales, the Board developed the *NSW Strategic Plan for Vocational Education and Training 2002-2004*.

This three-year strategic plan provides a long-term vision for future training directions and priorities in New South Wales and was developed to shape a training system that lifts the level of innovation, enterprise and productivity across all industries and occupations. It focusses on three key areas in addressing the demand for new skills and emphasises the development of:

- ➡ skills for the new economy – assisting emerging and existing industries
- ➡ skills for regions and communities, and
- ➡ skills for participation – ensuring equitable access to education and training for all groups within the community.

The Board is guided by the strategic plan in positioning vocational education and training as a key mechanism for economic and regional development in New South Wales.

Resource Allocation and Policy Advice

The Board is responsible for providing the Minister with advice on the allocation of resources, including the strategic distribution of Australian Government recurrent funding provided to New South Wales under the ANTA Agreement.

The Board also advises on priorities for the State's investment in vocational education and training and on special purpose programs, such as ANTA literacy funds.

Australian Government Recurrent Funds

Australian Government recurrent funds for vocational education and training in New South Wales amounted to \$310,785,000 in 2003 and \$306,225,000 in 2004. During the year in review, the Board recommended the distribution of funds to meet priorities in TAFE NSW, apprenticeships and traineeships, contracted training, vocational education and training in schools, Higher School Certificate (HSC) VET work placement co-ordination and adult and community education.

ANTA Literacy Funds

The Australian Government recurrent funds include funding for adult literacy initiatives. The Board recommended allocation of the \$2,788,000 literacy funding for 2004 to TAFE NSW and the Adult and Community Education sector. These funds were provided for literacy initiatives to assist people from a language background other than English, Indigenous people, the unemployed and people who live in rural and remote areas.

Australians Working Together Program

Under the Commonwealth's *Australians Working Together* initiative, New South Wales received funding of \$2,788,000 to assist mature-age and parental job seekers. The Board endorsed its allocation in equal shares to TAFE-NSW, the NSW Board of Adult and Community Education and the NSW Department of Education and Training for a co-ordinated training program for mature-age and parental job-seekers. New South Wales also received \$1,402,000 to help improve the participation and training outcomes of people with a disability.

Partnering – Training Older Workers Program

The aims of this program are to provide training to older workers to improve their chances of further employment, to retrain and upskill mature-age workers to gain employment in emerging and growth industries and to facilitate the re-entry of unemployed or underemployed older workers into the workforce. Training purchased under the program is directly related to immediate job opportunities, to upgrading the skills of existing employees, or to the first stage of a broader program of training.

The initiative has identified specific training required by mature-age workers to help in the transition to more secure job opportunities in emerging and growing industries. Training has been purchased, for example, for assistants in nursing in metropolitan and regional aged-care facilities, and in retail skills for employment in major metropolitan shopping centres and upgrading of skills in the manufacturing sector. Employment outcomes have been achieved, for example, in the aged care and retail industries, in both metropolitan and regional areas.

Training for People with a Disability

The \$1,402,000 of Commonwealth *Australians Working Together* funds to help improve participation and training outcomes for people with a disability were allocated to the Disability Programs Directorate of the NSW Department of Education and Training to continue a program designed to:

- ➡ establish a sustainable process to increase the number of students with disabilities in Indigenous communities participating in vocational programs
- ➡ establish a sustainable process to increase the number of students with disabilities undertaking apprenticeships and traineeships
- ➡ implement strategies to increase the number of women with disabilities in information technology studies
- ➡ provide mentoring for young people with intellectual disabilities in TAFE NSW to improve completion rates, and
- ➡ implement strategies to improve the link between training and employment for people with disabilities.

Traineeship Program for People with a Disability

The Board's commitment to ensuring access to training for all people is also reflected in its contribution towards the *Traineeships for People with a Disability* program. The program provides traineeships in NSW public sector agencies and universities for people with a disability. The Department, with assistance from the Australian Department of Education, Science and Training (DEST), fully funds the award wage and allowances for the traineeship.

Upon completion of their traineeship successful trainees are offered a position with their host employer.

Improving VET in Schools

A key priority of the Board is the expansion of vocational education and training (VET) programs in NSW high schools. Over the last decade there has been a rapid expansion of vocational education and training in NSW schools. During the year in review, there were more than 67,000 Year 11 and 12 student enrolments in VET in schools courses.

The Board supports the expansion of quality Higher School Certificate (HSC) VET programs in schools through the allocation of funding for delivery and co-ordination. In 2003-2004, the Board continued to manage the development of vocational education and training in schools through the NSW Schools Consortium. The Consortium is a formal partnership between the government and non-government school sectors and the NSW Board of Studies that pursues strategies to expand and improve VET programs in NSW schools.

The Consortium made significant progress in 2003-2004 towards increasing the range, quality and status of vocational education and training programs for school students. It expanded student choice, aligned programs with the wider *NSW Strategic Plan for Vocational Education and Training 2002-2004*, improved reporting systems and further developed VET in schools infrastructure, teaching resources, partnerships and professional development for teachers. An additional vocational course, the Entertainment Industry Curriculum Framework, was added to the HSC VET curriculum in 2003.

Work Placement Co-ordination

During the year in review, the Board continued to support a single combined *NSW Work Placement Co-ordination* program using State and Commonwealth funding. In 2004 the program is providing \$6.6 million (including \$3.2 million of NSW funding) to support a network of 51 Local Community Partnerships providing quality work placement co-ordination services for schools and TAFE colleges across New South Wales.

In 2003 the network of NSW Local Community Partnerships supported the co-ordination of 50,006 HSC VET work placements for 47,905 students from the government and non-government school sectors and TAFE NSW. Included in the total number of student placements were 1,380 students with a disability and 6,450 students from rural and remote areas.

In 2003 NSW Local Community Partnerships supported approximately 90 per cent of the HSC VET work placement requirements, a significant increase from the 76 per cent of placements supported in 2002.

A total of 17,452 employers across New South Wales hosted HSC VET students for work placement in 2003. This represents a 22 per cent increase from the 14,249 employers reported by Local Community Partnerships in 2002.

Industry involvement in the membership of Local Community Partnership management committees is widely evident and this contribution has added strength to the overall NSW program.

During the year in review the Board and the NSW Department of Education and Training successfully negotiated the transfer of the original agreement for co-ordinated management of work placement co-ordination funds with the Enterprise and Career Education Foundation (ECEEF) to the Commonwealth Department of Education, Science and Training (DEST).

The NSW State Advisory Committee for Work Placement Co-ordination, chaired by Board Member Kevin Power, has members representing the NSW Department of Education and Training, the Commonwealth Department of Education, Science and Training, the Catholic Education Commission, the Association of Independent Schools, the Australian Industry Group and Australian Business Limited.

Apprenticeship and Traineeship Training Program

During the year, the Minister agreed to Board recommendations for several changes to the *Apprenticeship and Traineeship Training* program to further improve the quality of training outcomes and target public funds more effectively and strategically. The reforms will align funding towards better supporting State skills development priorities and encouraging higher-level skills training. This will progressively enhance the skills base of New South Wales and better meet industry and individual trainee needs. The changes are also directed at increasing the accountability of registered training organisations and, by encouraging greater consistency in quality across all levels of the system, improving the quality of employment and training outcomes for trainees.

Quality in Group Training

Group training organisations employ apprentices and trainees and manage the provision of their on-the-job training through the use of host employers. During 2003–2004, joint funding of \$3.2 million by the Commonwealth and New South Wales for group training resulted in increased trainee and apprentice numbers, expanded the range of industries where they are employed and provided equitable training opportunities.

Since 1995, the number of apprentices and trainees employed by group training organisations has more than doubled. In 2003–2004 there were 10,229 apprentices and trainees employed by 29 joint-funded group training organisations in New South Wales. This was an increase of approximately 14 per cent on the previous period.

Registration of group training organisations was introduced under the *Apprenticeship and Traineeship Act 2001* to assure consistent quality in group training activities in New South Wales. While registration is not mandatory under the Act, it is a requirement for group training organisations that seek NSW Government funding. The registration scheme is based upon a set of national quality standards developed in collaboration with the Australian National Training Authority and adopted by all States and Territories of Australia. Thirty-eight group training organisations are currently registered against the national standards

Following publication of the report of the National Review of Group Training, the Board also provided advice about changes to guidelines for funding group training organisations. These changes, implemented from 1 July 2004, include opening the market to all registered not-for-profit group training organisations and strategically targeting specific shortages, the disadvantaged, rural and remote placements and the meeting of local community needs.

Review of NSW Traineeship System

An independent review of the NSW traineeship system was approved by the NSW Minister for Education and Training. The review was recommended by the Board as part of the NSW Government's commitment to improve the quality of outcomes in a system that has seen tremendous growth in recent years and which now accounts for more than 60,000 trainee commencements annually.

The review provides an independent strategic assessment of:

- the quality and responsiveness of the NSW traineeship system
- system strengths and priority areas for improvement, and
- options to improve the quality of outcomes for individuals, communities and industry and ensure the capacity of the traineeship system to meet NSW strategic skill needs and priorities.

Following a NSW Department of Education and Training tender, Peter Noonan of Peter Noonan Consulting has been engaged to conduct the review. As part of the review Mr Noonan has formally consulted a range of training and industry stakeholders, including peak training groups and individual training providers.

State Industry Advisory Arrangements

Industry contribution to the planning of vocational education and training is fundamental to local, regional, State and national economic and social development.

In New South Wales, Industry Training Advisory Bodies (ITABs) are key agents in the provision of independent industry advice and support to critical operational areas of the vocational education and training system.

In 2003, as a result of the Commonwealth funding cuts for State and Territory industry advisory arrangements, the NSW Minister for Education and Training approved new arrangements for obtaining industry advice in New South Wales. A high-level tripartite Industry Skills Forum was established to advise the Board, and the existing network of Industry Training Advisory Bodies (ITABs) continued to receive \$50,000 per financial year under an ITAB Performance and Funding Agreement.

In adjusting to the reduction in Commonwealth funding for State-based industry advisory arrangements, six of the twenty existing NSW ITABs chose not to continue. To address the gaps in advice for industry areas no longer covered by the State ITABs, the Industry Skills Forum endorsed an expression of interest process through which six National ITABs were selected to deliver industry advisory services for their corresponding NSW industries.

During the year, industry training advisory bodies reported against the 2003–2004 ITAB Performance and Funding Agreement which had been revised to focus on the critical services necessary to support the NSW training system. Particular accountabilities were:

- apprenticeship and traineeship arrangements in New South Wales
- vocational education and training in schools
- development, review and implementation of training packages
- accreditation and registration processes in New South Wales, and
- validation of industry skill development needs and directions.

A program of regular NSW Department of Education and Training–Industry Training Advisory Body Consultative Group meetings continued in 2003–2004 to improve communication and dialogue between the ITABs and stakeholders in the NSW Department of Education and Training and to provide a forum for discussion on issues and new developments.

Bridging the Skills Gaps: Pre-Apprenticeships for Youth at Risk and Indigenous People

The Board has a commitment to improving employment and skill outcomes for individuals who face difficulties establishing themselves in the workforce. This is reflected in the Board's *NSW Strategic Plan for Vocational Education and Training 2002-2004* that includes strategies to improve opportunities for young people at risk, and for Indigenous people to undertake and complete higher qualification level courses.

In the year in review the Board provided improved targeted training and employment opportunities for at-risk young people less than 25 years of age, Indigenous participants and others unable to directly access training and employment.

The programs aimed to address skills shortages in New South Wales through the provision of relevant training and, at the same time, to provide long-term and positive prospects for disaffected youth, early school leavers, ex-offenders and young people with a disability as well as Indigenous people and others experiencing difficulty in accessing training. Through the training undertaken, and subsequent employment, it is anticipated that participants will gain a sense of commitment and a positive attitude to work as they see a more secure future in their chosen field where there is a demand for skilled tradespeople.

Under the *Bridging Skills Gaps* pre-apprenticeship program, training was purchased in trades identified in the *National and State Skills Shortage List* compiled by the Australian Department of Employment and Workplace Relations. The list includes trades which are experiencing skill shortages in New South Wales, such as engineering, vehicle, electrical / electronics, construction, food, printing, and wood. A total of 1,131 places were allocated for pre-apprenticeships in these trade areas.

Skills Centre Development

Another key responsibility of the Board is to oversee, encourage and support the development of proposals to establish skills centres for funding under the Commonwealth's *Skills Centres* program. Funding is available for three types of skill centres: industry-based skill centres, skill centres for school students and vocational education and training (VET) infrastructure for Indigenous peoples. The Board actively assists applicants to develop suitable proposals and endorses proposals for funding under the program where it considers the proposed facilities represent an appropriate solution to meeting the skill needs of the relevant industry, school area or Indigenous community. Once skills centres are established, the Board monitors their progress and receives bi-annual reports on training delivered.

Industry-based skill centres and skill centres for schools

Under the *Skills Centre* program the Australian National Training Authority (ANTA) provides capital infrastructure grants to establish training facilities for industry-based ventures and for school students undertaking vocational programs.

Skills centres help to increase participation in vocational programs, expand industry and community involvement in training provision and provide industry-standard, off-the-job training facilities for young people. In making recommendations on skills centre funding, the

Board gives priority to getting the best value for public funds, expanding local training places, securing local partnerships, enhancing access in rural and regional areas, and meeting State priorities for training.

During the year in review, the Board supported two proposals for funding for skills centres for school students, one of \$286,931 to establish the Information and Communication Technology Skills Centre at East Hills Girls' Technology High School and another of \$352,215 for a skills centre at Gorokan High School.

VET Infrastructure for Indigenous Peoples

The *VET Infrastructure for Indigenous Peoples* program component of the *Skills Centre* program is part of a broad national strategy for the delivery of vocational education and training to Indigenous peoples.

During the year in review, the Board considered nine submissions and endorsed all nine project proposals, to the value of \$2.13 million. The ANTA National Selection Committee endorsed four of the proposals, including \$150,000 for the Brewarrina Aboriginal shearing training and employment program, \$150,000 for a mobile plumbing and electrical training program for the Murdi Paaki Regional Housing Corporation in the Far West of New South Wales, \$400,000 for the Yamuloong Indigenous Training Centre at Newcastle and \$300,000 for the Coonamble Training Centre.

Encouraging innovation and new partnerships to meet training needs



Left: Fiona Close, who drove an hour and a half each way from Bonalbo every day to attend classes in Lismore to gain her Certificate III in Community Services in Aged Care, with Roy Hatfield, Co-ordinator, Aboriginal programs, TAFE NSW – North Coast Institute.

Under its Act the Board is charged with encouraging the development of innovative programs and best practices, and the creation of new partnerships between the consumers of vocational education and training and public and private providers.

In addition, the *Annual NSW VET Plan* incorporates a *State Innovation Strategy* to ensure that New South Wales has a training system which assists the development of an innovative business culture, promotes the application of new technologies, supports the economic development of rural and regional communities and provides greater flexibility for individual learners.

During the year in review, work continued on a portfolio of innovation-focussed projects and the Board approved funding allocations for a number of exciting new projects.

Innovation Projects

The Northern Rivers Regional Development Project – Bringing Vocational Education and Training to Cellulose Valley – Lismore

This Board-funded project, undertaken by Invest Northern Rivers, an arm of the Northern Rivers Regional Development Board, and completed during the year in review, has demonstrated the significant role that vocational education and training can play in regional social and economic development when innovative and flexible approaches are used.

The project committee was a model example of community and business involvement and inter-agency collaboration. Practical outcomes of the project included: direct collaboration with 27 organisations to provide workforce planning and recruitment advice to 13 businesses, resulting in traineeships for mature-age women and school-leavers; specialised training brokered for 12 businesses, including for Indigenous

people in the health industry; prevocational training leading to employment in six businesses, and specialised on-the-job training for three businesses, including one relocating to the region. In addition, collaboration across local Job Network agencies and Registered Training Organisations (RTOs) resulted in agreement to co-operate in providing a one-stop-shop service and marketing materials to assist businesses relocating to the area.

The Board is supporting further work by the Indigenous Reference Group of the Northern Rivers Regional Development Board to establish an Aboriginal Employment Service; establish an Aboriginal Business Mentoring Program; trial agricultural and horticultural enterprises; and replicate the Board-funded *Improving Pathways for Indigenous People* project trialed by Regional Extended Family Services in Armidale, New England. These initiatives will make an important ongoing contribution to education and employment outcomes for Indigenous people in the region.

Innovation for the Regions

The *Innovation in the Regions* project aims to diffuse the knowledge and strategies gained from the successful Board-funded project *Bringing VET to Cellulose Valley*. The project manager from the Cellulose Valley project has been contracted to directly mentor staff of three other TAFE NSW institutes to support local innovation projects to drive economic and social development. The three projects, described more fully below, are being undertaken by TAFE NSW – South Western Sydney Institute, TAFE NSW – New England Institute and TAFE NSW – Western Institute. Professional development forums and workshops will be held to disseminate the outcomes of the projects and a case-study resource kit is being developed for publication on the Board's website.

Linkages for Sustainability in Creative Arts – New England Institute

This project is supporting sustainable partnerships for practising artists in all fields of the creative arts in the wider community, including Aboriginal communities. In collaboration with Tourism NSW, it will promote New England and the North West as an artistic centre of excellence by forming marketing partnerships for creative artists and linkages between artists and exhibitions and events held across New England and the North West.

Bag Yourself a Business – Western Institute

This project aims to establish a model that can be used to develop community-based business development skills within small to medium size regional communities. The project will provide multi-discipline training, mentoring and support services combined with project management in a whole-of-business approach.

Innovation Management – South Western Sydney Institute

This project aims to develop a model for building effective industry networks and facilitating knowledge transfer. It links to and supports the project described below.

Innovation model development to foster high-level skills in small to medium manufacturing / engineering enterprises – South Western Sydney Institute

In this project, the Board is funding development of an innovation model proposed by TAFE-NSW South Western Sydney Institute for fostering high-level skills in small-medium manufacturing/engineering enterprises so as to incorporate new technologies and increase productivity. The project, undertaken by the Manufacturing and Engineering Faculty of the Institute, is designed to act as a catalyst for change in skills development for South Western Sydney and, potentially, New South Wales.

During the year in review, an agreement was signed between the Institute and Berufshilfzentrum (BfZ) Essen of Germany to collaborate on a program linking TAFE, BfZ, industry groups and employers.

BfZ is a highly-regarded vocational adult education and training institution which operates in Germany and internationally. Its pedagogical approach is based on group and project work; problem-based learning approaches; learning which focusses on clients and facilitates creativity (in business planning, strategy development and individual career development); building regional partnerships between VET providers, employers and employees of associated companies; identifying skills to improve enterprise productivity; developing technology-specific qualifications for industry; and training in generic skills such as self-motivation, awareness of work context and shared responsibility for goals, visions and images concurrently with professional competencies development. BfZ has conducted two seminars on Innovation Strategies for Manufacturing/Engineering Enterprises with very positive response.

South Western Sydney Institute is testing the usefulness of the BfZ approach in the NSW context. It is also trialling mixed delivery of the TAFE Graduate Certificate in Innovation Management developed in consultation with the Warren Centre for Advanced Education, via a combination of tutorials, group work, on-line coaching and specific projects identified by employers. The course is being made available to employees of local small to medium size companies engaged in metal-related, manufacturing and engineering work who are given recognition for prior learning on the job. Students include TAFE staff interested in acquiring an innovation management qualification. Project partners include a number of local companies with interests in manufacturing/engineering, the Australian Manufacturing Workers Union and the Reinvention Network. The attrition of industry students in the Graduate Certificate course has emerged as a challenge.

New Policy Concept Exploration – Skillecosystems National Project

In 1999-2001 the Board commissioned research which explored how changes to the nature and content of work were affecting skills policy. The report on this research, *Beyond Flexibility: Skills and Work in the Future*, published in 2001, found that changes to the labour market and to the structure of businesses and industries had radically altered the traditional link between skills and work, and recommended exploring skill ecosystems as a new and dynamic framework for responding to these changes.

Skillecosystems are clusters of interdependent skills located within regions and industries which are shaped by factors such as the nature and configuration of firms, the characteristics of products and services, market dynamics and regulations, and key institutional and policy settings. Skillecosystems represent an evolution in our policy thinking. They recognise that skills and jobs are intertwined and are defined by the specific configuration of firms, projects, markets and the public policies that surround them. Recognition of this interdependence requires new policy solutions that extend beyond the supply of skills to consider also those factors that affect the demand for and use of skills.

Based on this research, the NSW Department of Education and Training sought and was awarded ANTA national project funding for a national project to reposition policy on work and skills as a key component of economic and regional development initiatives. During 2003-2004 the national project made significant progress. Funding was provided to support ANTA *Innovation Plan* projects in all eight States and Territories. Three national demonstration projects were commissioned, one each in South Australia, Victoria and New South Wales. A communications strategy was implemented, which includes a project website, www.skillecosystem.net, distribution of an electronic newsletter, skillecosystem.news, and the hosting of an online vocational education and training forum called skillecosystem.forum.

The Board is providing funding to support the extension of this project to the end of 2005.



Above: Board Chairman, Bert Evans AO, at Aerospace Training Services Pty Ltd, Nowra, with Adam Symons, of Vincentia High School, and Ben Chittick, of Nowra Technology High School, 2003 Year 11 students doing the Certificate II in Aeroskills course.

Sustainable Water Management – Riverina Institute of TAFE NSW

The Board is funding the TAFE NSW – Riverina Institute to lead a demonstration project to improve sustainable water management practice in the Albury-Wodonga region. Specifically, the project will promote increased use of constructed wetland technology in residential, commercial and industrial developments. Constructed wetlands are a biological alternative to chemical or engineered treatment of waste water. The project is bringing together land developers, regulators, end-users and innovators to generate awareness, knowledge and skills in sustainable water management practice in the region, where increasing constraints on water availability are being experienced.

In addition to developing project-specific outcomes relating to constructed wetlands and sustainable water management practice, this project will also serve to test and develop the role of vocational education and training (VET) providers as 'innovation agents' engaged in the creation, diffusion and commercialisation of new knowledge and skills.

It's in the Air – Developing Avionic and Defence Business Collaboration on Training – Nowra, Shoalhaven

The Nowra-based Board-funded innovation project *It's in the Air* was completed during the year in review. Nowra is in the Shoalhaven area and is home to a large naval base, a naval aviation defence facility, a number of defence industry contractors and aviation companies and a newly-created aviation technology park. New ways are being developed for businesses in the avionics and defence support industry to collaborate in identifying training needs and developing flexible and innovative ways to deliver training for both existing workers and job-seekers following outsourcing of training by the Department of Defence.

Under the aegis of the Southern Adult Education College a network was established of local employers, local government and training providers, known as the Defence Industry Innovation Network. A skills mapping framework was used to identify current and future skill needs and more appropriate means of training delivery, and to provide the basis for planning adequate training provision.

Nearby schools were made aware of employment potential within local industry and ways of establishing career paths within that industry. Local training providers, as a result of their engagement with the project, learnt more about the training needs of the avionics and defence support industry and how their services could meet these needs. Local employers engaged positively with other employers. The innovation consultant successfully stimulated discussion amongst members of the Network and helped foster a climate of working together to achieve a long-term skilled workforce and maintain growth within the industry.

The employers' network is being sustained, post-project, under the auspices of the Shoalhaven Business and Industry Association, as a networking group that will continue to meet. The Southern Adult Education College will continue to liaise with the project stakeholders to meet training goals and objectives and expanded local employment and increased training in higher-level skills is expected.

A Sustainable Future – Innovation in Training for the Agricultural Sector – Central West Community College

During the year in review this project was completed and the Board referred the project report's recommendations to TAFE NSW and to the State Training Services Directorate of the NSW Department of Education and Training. The project was undertaken by the Orange-based Central West Community College, an adult and community education (ACE) provider. The first phase of the project comprised research undertaken by the Western Research Institute into current agricultural training participation, training needs and sources of information on innovation and change for the sector. The Western Research Institute is based in Bathurst at Charles Sturt University and undertakes market research and economic modelling.

In the second phase a computer-based financial management course and a rural entrepreneurship course were designed and delivered. They were short, targeted, relevant and related directly to farming enterprises. They were also delivered in a flexible way, using trainers with industry credibility. The rural entrepreneurship course was designed to assist participants to identify, develop and implement a new business opportunity. The financial management course was delivered by a firm of chartered accountants and the entrepreneurship course by the University of Sydney, Orange campus.

The third phase of the project involved research and concluded that innovative approaches are needed for agricultural traineeships to remain viable and useful and that benchmarking offers an alternative approach to training for people in rural communities to use to improve business outcomes.

Recommendations covered a diverse range of issues including funding assistance for traineeships, IT skills development and innovation in the agricultural industry; communication across NSW government departments; training information dissemination; provision of career and skills development planning advice; and recognition of courses delivered by non-traditional training organisations and assistance for their harmonisation with national training system frameworks.

Using the Principles of Knowledge Management for Community-Based Economic Development – Byron Bay, North Coast

This project, completed in the year in review, was undertaken by the Adult and Community Education (ACE) Training Network, which comprises ACE North Coast, ACE Mullumbimby and Alstonville Adult Learning Association.

The overall aim of the project was to research and then apply the Standards Australia Knowledge Management Framework to enable small businesses in the Byron Shire to improve their performance and productivity, thereby driving economic outcomes for the local community in terms of fostering business and job growth. Eighteen potential knowledge management projects were identified, from which work proceeded with five business network groups: business innovators, sustainable agriculture, professional artists, sustainable tourism, and event organisers. Practical outcomes that resulted included knowledge pooling and sharing that have contributed to longer-term business viability, development of a website, and web resource and database creation.

Innovative Learning for Australia's Tourism Industries – Northern Sydney Institute of TAFE

The aim of this project is to develop and pilot new and effective teaching and learning approaches to meet the tourism industry's skill needs. TAFE NSW – Northern Sydney Institute has entered into a partnership with the Co-operative Research Centre for Sustainable Tourism (CRCST) and the TAFE Industry Partnership Centre to develop resource materials to support small, medium and start-up tourism enterprises in making decisions regarding planning, marketing and business development and who need new skills to meet the challenges of adopting sustainable practices, ongoing technological change and the growth of e-commerce. Products include industry training programs, a *Train the Trainer* program and testing these programs in ten small to medium enterprises. Preparation and testing of these programs depends largely on development and release by CRCST of software called *Decipher*, which has been experiencing delays.

Skills for Indigenous People

Pathways for Indigenous People in Vocational Education and Training – Armidale, New England

The 2003-2004 year saw completion of the Board-funded project, *Improving Pathways for Indigenous People*, undertaken by Regional Extended Family Services, New England.

Pathways courses encompass learning for community development, arts and cultural development, business and small business. They are based on the acclaimed *We Al-Li* program developed by Professor Judy Atkinson, a woman of Jiman and Bundgalung descent who is a world leader in the area of violence and trauma study. The units provide a cultural framework for Indigenous people in which to learn: both content and delivery of courses are based on Indigenous processes and cultural content, making these courses some of the first of their kind in Australia.

An Indigenous business enterprise was established, called *Aroonba*, and a part-time Business Manager was employed, resulting in income generation. Course delivery began on a pilot basis in partnership with TAFE NSW – New England Institute, Yurrandaali Indigenous Education Unit, the Bookoola Research Organisation and the Armidale Cultural Centre and Keeping Place.

Pathways modules were delivered in Indigenous communities and demand increased – for example, in Moree, Toomelah and Boggabilla – through links being expanded across communities, education sectors and government and other agencies. For example, training was delivered with Department of Juvenile Justice staff in Inverell. There has been increasing commitment from universities to recognise *Pathways* courses. Indigenous communities across Australia have expressed support for the *Pathways* program. This is promising for the potential and transferability of this model, and extensive documentation has been developed to establish a replicable *Pathways* model.

At the end of the trial project, two of the course participants were continuing studies in small business, five were in full-time employment, two were working in the *Community Development Employment Projects* program and one was in volunteer work. The other four were intending to take further training to work with *Aroonba* or as community trainers. The project clearly demonstrated the power of the courses to engender and effect aspirational change in participants.

The Board is partially funding the *Aroonba* project manager for a further twelve months to steer the project to full self-sustainability.

Indigenous Organisation Training – Linking TAFE NSW with Community Development Employment Projects

The *Indigenous Organisation Training (IOT)* program is helping to meet the training needs of Indigenous people involved in the *Community Development Employment Projects (CDEP)* Scheme throughout New South Wales. The scheme, administered previously by the Aboriginal and Torres Strait Islander Commission (ATSIC) and from 1 July 2004 by the Department of Employment and Workplace Relations (DEWR), has been operating in Aboriginal communities for 27 years. Its primary objective is to provide work for unemployed Indigenous people in community-managed activities, assisting individuals to acquire skills which benefit the community, develop business enterprises and lead to unsubsidised employment.

Indigenous Organisation Training is delivered through the Certificate IV and Diploma in Business (Governance) to CDEP managers. Enhancing the business acumen, management and governance skills of CDEP staff, it will assist the capacity-building of CDEPs throughout New South Wales and ultimately lead to a greater level of self-determination in Aboriginal communities and improved education and training outcomes through increased community capacity to manage projects and develop business opportunities.

A Memorandum of Understanding regarding delivery of the IOT course was signed by the NSW TAFE Commission, NSW Aboriginal and Torres Strait Islander Services (ATSIS) and the NSW Aboriginal and Torres Strait Islander Commission (ATSIC) in April 2004.

Riverina, North Coast, Western, and South Western Sydney TAFE NSW Institutes have enrolled students in the Certificate IV in Business (Governance), while the other participating institutes are close to launching course delivery following extensive consultation and negotiation with stakeholders.

The IOT Program will be evaluated using feedback from the nine pilot locations. Student numbers are projected to increase in 2005 with the introduction of students from other Aboriginal organisations, from which there has been significant interest.

Skills for Young People

Murray Youth Employment and Training Strategy – Albury-Wodonga

The *Murray Youth Employment and Training Strategy* aims to improve education, training and employment outcomes of young people from 15 to 24 years of age in the Albury City and Hume Shire, particularly those at risk in terms of education and labour market participation.

The strategy is currently managed by the Murray Youth Employment and Training Network (MYETN) and works in close collaboration with the North East Local Learning and Employment Network (NELLEN) operating across the border in Victoria.

An event was held in February 2004 to showcase the four projects from the initial phase of the strategy. Over eighty stakeholders from schools, youth services, government, job network, industry and TAFE attended.

Work is under way to develop a *Careers Curriculum Change Strategy*, based on the original *Job Pathways for Indigenous Young People* and *Changing Choices: IT and Me* projects. This strategy will target current skills shortages with a student/Indigenous/young women focus.

Other work focusses on a labour market survey to identify projected skill shortages in key local companies; industry mentoring of high school students; an annual careers expo for young Indigenous people; improved career case-management services and careers transition brokerage; and development of resources such as role-model case studies of successful career pathways.

Greater Recognition by Industry and Universities of Achievement of VET in Schools Programs

Currently school vocational education courses receive only limited recognition in the calculation of university admission indices. One of the Board's goals is to encourage greater recognition by universities of vocational education and training (VET) courses: the Board believes that improved recognition of VET courses is essential if all students are to have equitable opportunities to progress to higher education. In line with this goal, the Board made a case to ANTA for a national initiative to increase university recognition of vocational education courses. A standards-referenced assessment framework for assessing units of competence in VET in schools courses from four training packages has been designed and developed, the training packages being Information Technology, Hospitality, Business Services, and Metals and Engineering. The Assessment Research Centre of the University of Melbourne has completed national trials of the model developed, in which 3,444 students from 60 schools participated. The project has involved negotiating with a wide range of agencies and stakeholders throughout Australia to develop a consistent and national approach applicable across all State educational jurisdictions.

Skills for Culturally and Linguistically Diverse Communities

Improved Traineeship Participation by Arabic-speaking Young People and Arabic-speaking Employers – South Western Sydney

This project is trialling strategies to increase the uptake of traineeships by young people and businesses in Sydney's Arabic-speaking community. It aims to strengthen the link between young people and employment by raising awareness of the range of post-school training and education options available to Arabic-speaking young people and Arabic-speaking employers. Government schools, TAFE institutes and local businesses in the Bankstown/Granville areas are participating in the project.

A large number of stakeholders involved in supporting young people moving from schooling to a traineeship pathway have been identified and ways are being sought of enabling and supporting these stakeholders to work together.

The project has identified key issues for stakeholders, which include demand for quality trainees by business owners, insufficient understanding by young people and parents about traineeships as a post-school option and confusion among young people and businesses about the role of New Apprenticeships Centres (NACs). A successful breakfast forum was held to raise awareness and promote traineeships to business people from Arabic-speaking backgrounds.

A key goal of the project is the development of a holistic, transferable, sustainable model that can be applied in other culturally and linguistically diverse communities. The project is piloting a transition co-ordinator model that builds on current frameworks and transition programs to develop community-based networks that link young people with employers and strengthens links with other employment and training service providers. The model features a case-management approach, with the co-ordinator establishing links between a potential trainee and businesses, and providing a brokerage role between schools, young people, local service providers and businesses.



Above: Breakfast Forum promoting traineeships for Arabic-speaking young people. From left: Hassan Moussa, Chairman, Australian Arabic Communities Council and President, Croydon Park Chamber of Commerce; Mounes Majanni, Global Gate Media; John Maait, John H. Maait and Co (Lawyers) and Joe Khouri, The Future Newspaper.

Skills for People with a Disability

Whole-of-Life Rehabilitation for People with a Recent Spinal Cord Injury

This project grew out of an earlier ANTA-funded spinal cord injury project, *Vocational Rehabilitation for People with Recent Spinal Cord Injury*, which was also sponsored by IBM Australia and Telstra Corporation. It trialled an innovative approach by industry, health and training providers to assist people with spinal injuries back into the workforce. Training was linked to the national Information Technology Training Package and aimed to assist people with recent spinal cord injury to develop computer skills, creating opportunities for further education, training and employment.

Using computers and adaptive technology provided by IBM Australia and high-speed internet connections supplied by Telstra Corporation, teachers from TAFE NSW – Northern Sydney Institute and the Open Training and Education Network (OTEN) of the NSW Department of Education and Training worked with medical and other support staff to implement individualised training programs. Other project partners included the Spastic Centre of New South Wales and ParaQuad, the Paraplegic and Quadriplegic Association of New South Wales.

An ANTA evaluation reported that the project had been an innovative and highly successful early-intervention training program, particularly in terms of the project's community and inter-agency partnership model and its potential application for other people with disabilities. Many participants had returned or planned to return to work, while others were beginning or continuing further education and training.

The project has since been extended and the Board has approved funding to take the project through to May 2005. During the year in review 31 people with recent spinal cord injury joined the program from the spinal injury units of three Sydney hospitals. This represents 40 per cent of all people admitted into these units. Work is proceeding to document this model of seamless service delivery of education and training from the time of hospital admission to discharge from hospital and rehabilitation into home, community and employment, and also to embed the initiative into a larger Motor Accidents Authority project.

Improved VET Outcomes for students with a disability

The transition from school to work and meaningful, long-term employment prospects can be considerably harder for students with a disability than for other students. This project, which started in the year in review, will focus on a specific group of people with a disability seeking employment – school students with a disability who have taken a vocational education and training course at school. The project will provide the Board with both a practical means of assisting members of this cohort in managing the transition from school into employment, via apprenticeship and traineeship pathways, and an opportunity to leverage systemic change in the employment of people with a disability. The project has two parts. A pilot brokerage service, managed by the NSW Department of Education and Training New Apprenticeships Centres, is linking up to 40 HSC VET in Schools students with a disability with an employer and appropriate support services. The second part of the project is documentation of the current employment and training support service provision for people with a disability and strategies to improve employment outcomes.

New Directions

Skills for Sustainability Strategy

Climate change brought about by greenhouse gas emissions is considered a significant threat to the peace and prosperity of developing and developed countries alike. It will have a significant impact on the NSW economy as government policy shifts, regulatory change occurs, and enterprises re-orient their business processes to meet greenhouse emission targets.

Workforce skills development will be a vital component in helping all businesses adjust to change and has the potential to stimulate the broader and faster dissemination of sustainable technologies and processes.

The Board is planning to commission research on the essential skill base that will be needed to underpin and drive domestic and export-focused business effort to meet sustainability needs (particularly those skills related to greenhouse emissions).

Personalised Learning in Vocational Education and Training

The focus in education and training is to improve student outcomes and to achieve the best possible outcome for every student. It is believed that students become better learners with higher achievement outcomes if they are given personalised support.

The VET sector has a diverse student population, including three per cent Indigenous students and 14 per cent of students from culturally and linguistically diverse backgrounds. The Board is keen to see New South Wales take the lead in exploring how a personalised learning model, with the assistance of information and communications technologies, might be used to transform vocational education and training services to better meet this diversity of client need and improve the outcomes they achieve. Industry also frequently expresses a need for training which meets the needs of individual employees.

Understanding the vocational education and training marketplace and environment

Much of the necessary infrastructure for personalised assessment and recognition of prior learning is already in place – TAFE NSW, for example, has introduced a number of innovative personalised approaches – but not on the systemic or sustainable basis that would better support teachers and students.

The Board is funding a series of demonstration projects, to be conducted by the newly formed Centre for Learning Innovation within the NSW Department of Education and Training, to demonstrate sustainable and adaptable models for improving VET outcomes through the application of innovative, personalised learning approaches. In addition, the Board is supporting a research and policy development component which includes short policy-oriented projects to inform advice on VET personalised learning policy.

Vocational Opportunities for Indigenous Students in Years 7-10

There already exists a broad range of vocational education programs in the compulsory years of schooling (i.e. to Year 10). They include vocational learning across the curriculum, career and enterprise education, a Work Education elective course and work experience programs.

Currently, NSW Board of Studies policy mandates that the study of vocationally-specific education and training courses (VET) should not commence until Stage 6 (Years 11 and 12). In Year 10, participation in VET courses as part of the School Certificate (SC) is limited to students in isolated rural areas and students in juvenile justice centres.

The Board is looking to lead several pilot projects across the State, including in rural, regional and urban communities, to develop and strengthen vocational education opportunities in the compulsory years of schooling to support Indigenous young people.

In order to effectively carry out its role, the Board needs to understand significant historic, current and emerging trends in the vocational education and training marketplace and environment. Its primary means of doing so are by ensuring it has sources of relevant advice and intelligence and by commissioning research. The Board also consults with key stakeholders and players in the vocational education and training industry, as outlined in the later section Consulting the Community and Promoting the Value of Vocational Education and Training.

NSW Industry Skills Forum

The Industry Skills Forum is a high-level tripartite advisory committee created under the *Board of Vocational Education and Training Act 1994* in early 2003 to provide strategic advice on labour market trends, industry skill needs and priorities for vocational education and training, and to advise on strategies to increase industry commitment to and participation in VET and the quality and responsiveness of VET services. Chaired by Bert Evans, AO, Chairman of the Board, it comprises the chief executives of peak business associations and trade unions together with representatives of the NSW Department of Education and Training.

During the year in review, the Forum monitored ongoing developments in instituting new national and State industry training advisory arrangements. The Forum was also briefed on the Commonwealth Senate Employment, Workplace Relations and Education References Committee's report on current and future skill needs, *Bridging the Skills Divide*, tabled in the Australian Parliament in November 2003, and on a national project studying *Communities of Opportunity and Vulnerability* across Australia.

The Forum supported continued research to produce a consolidated report on NSW skill needs.

Indigenous Working Group

The Board is committed to improving the education and training opportunities and outcomes for Indigenous people in New South Wales and, during the year in review, established an Indigenous Working Group comprising Board members Kevin Power, as Chairman, Bert Evans, AO, Leah Armstrong and Leslie Loble.

The Indigenous Working Group developed submissions from the Board to the NSW Government's *Review of Aboriginal Education* and the Senate *Inquiry into Indigenous Education and Training Outcomes*.

Both these submissions outlined the innovative research and demonstration projects sponsored by the Board that have assisted towards improving the education and training outcomes of Indigenous people.

Based on the learning from these projects, as well as the Board's extensive consultations with Indigenous communities across New South Wales, the submissions set out a range of imperatives that need to be addressed, including:

- ➔ Developing and delivering education and training in partnership with Indigenous people to ensure they own it
- ➔ Affirming, valuing and respecting the importance of Indigenous cultures in the administration, planning and delivery of effective vocational education and training
- ➔ Developing a culture of high expectations for Indigenous people across the education and training system to support the broader aspirations of Indigenous communities and community members and to achieve enhanced education, training and employment outcomes
- ➔ Providing flexibility in the vocational education and training system, for example, by encouraging VET providers to innovate and customise their delivery of vocational education and training services in partnership with Indigenous people and communities to better meet their diverse needs

- ➡ Encouraging VET providers to strengthen their partnerships with *Community Development Employment Projects* and other Indigenous enterprises to realise the capacity of vocational education and training to support regional economic and skills development
- ➡ Directly linking vocational education and training to work and enterprise programs and opportunities
- ➡ Developing the capacity of local and regional partnerships (involving, as relevant, Indigenous groups and organisations, business and industry, vocational education and training providers, including schools, and local and regional arms of State and national government agencies) to generate new ideas and options for vocational education and training service delivery
- ➡ Developing mentoring strategies to support young Indigenous people in all aspects of their learning and work
- ➡ Expanding vocational education in the compulsory years of schooling, including via appropriate accredited VET and school-based traineeships, as a key strategy to engage and retain young Indigenous people in education and training and facilitate their successful transition to further learning, sustainable and satisfying work and economic independence.

The Board's Indigenous Working Group is also working with the NSW Department of Education and Training's Project Manager for the Murdi Paaki Region whole-of-government Council of Australian Governments (COAG) Initiative to explore ways that vocational education and training can support the priorities identified by the Community Working Parties within the trial.

Monitoring Labour Market Trends

NIEIR Employment Forecasts for New South Wales 2001-2008

During the year in review, the National Institute of Economic and Industry Research (NIEIR) was contracted to update 2000-2005 NSW employment projections to 2008.

The report provides analysis mainly for the period 2001-2008 using 2001 as the benchmarking year. The updated database includes forecasts of macroeconomic factors, industry and occupational employment trends by skill level, job status (full-time/part-time) as well as by gender. The projections will be used in the planning, purchase and delivery of training throughout New South Wales and have been provided to TAFE NSW planners, VET in Schools consultants, State Training Services in the NSW Department of Education and Training, industry training centres and industry training advisory bodies.

Consolidated report on NSW skill needs

The National Institute of Economic and Industry Research is also compiling a consolidated report on skill needs for New South Wales from 2004 to 2010. This work includes preparing a profile of the current NSW labour market and identifying skill gaps in NSW regions.

Scanning the Environment

The Board ensures it keeps informed and abreast of trends and developments in the labour market and continuously scans the vocational education and training environment. Throughout the year it receives regular intelligence via media search and monitoring of key websites and academic and conference papers, both Australian and international. The Board requests and receives briefings and presentations on topical issues. It exchanges minutes with other State training authorities in Australia. Members and the Chairman attend forums and formal and informal meetings with VET interest groups.

The Board was briefed on a range of issues and reports during the year including:

- ➡ ANTA chief executive meetings and Ministerial Council meetings
- ➡ Apprenticeship and traineeship trends
- ➡ The Australian Research Council (ARC)-Spirit project report *Vocational education and equity in senior secondary schooling*
- ➡ The ANTA *National Skills Report*
- ➡ The ANTA review of the *Skills Centre* program
- ➡ The House of Representatives Standing Committee on Education and Training report on vocational education in schools entitled *Learning to Work*
- ➡ The Business Council of Australia (BCA) report *The Vocational Education and Training System: Key Issues for Large Enterprises*
- ➡ *Worldskills Australia*
- ➡ Training and employment issues in the NSW arts and cultural industries

Media releases on VET and related matters were monitored by the Board from the national, State and regional media.

Consulting the community and promoting the value of vocational education and training

BVET Consultation Locations 1997-2004



The Board is committed to improving education and training opportunities for people in New South Wales, in both regional and metropolitan areas. By visiting regions and communities throughout the State, and communicating directly with providers, students, businesses and community organisations, the Board can hear first-hand about the challenges communities face in terms of skills development and employment.

The Board continued to promote the value of vocational education and training in national and State VET forums; at community consultation forums; in personal contact with students, employer and industry representatives, national, State and local government agencies and community groups and organisations; through publication of its research findings and project reports; and via its website to a wide public audience.

Shoalhaven / Nowra Community Consultation

During the year in review the Board travelled to Nowra and the Shoalhaven area where it visited companies from Nowra's defence support industry, including defence target manufacturer Air Affair and Nowra Chemicals, and met with TAFE NSW - Illawarra Institute to discuss programs for young people at risk of leaving school early as well as Institute partnerships with local industry. Board members also visited the Shoalhaven Community Development Aboriginal Corporation and managers and participants from the corporation's *Community Development Employment Project*, to discuss employment and training opportunities for Aboriginal people in the Shoalhaven.

A highlight was the public forum at which local employers, education and training providers and members of community organisations and local government provided examples of successful local training initiatives and their views of major training challenges for the Shoalhaven, together with possible solutions. The Shoalhaven City Council plays a proactive and strategic role in supporting vocational education and training initiatives targeting skills development for local industry and business growth.

In addition to its visits in Nowra, the Board also toured the John Richardson Education and Training Unit at Unanderra. The unit provides educational programs for young people detained in Keeling Juvenile Justice Centre. The Board was most impressed with the vocational training program undertaken in the Centre, which serves as an example of the potential of vocational training in the compulsory years of school to interest and engage young people and assist them to develop work and life skills.

Response to the Board's South Coast visit was very favourable.

Alexandria Park Community School Visit

The Board also visited Alexandria Park Community School, a school that has been formed by the merger of three local primary schools - Alexandria Public School, Waterloo Public School and Redfern Public School - with Cleveland Street High School, and that is being developed under the *Schools as Community Centres* program by the NSW Department of Education and Training. It comprises a junior campus (K-Year 8) and a senior campus, 300 metres apart. Of the school's 350 students, 250 are Indigenous and others come from a variety of ethnic backgrounds.

To increase student retention, the school is keen to introduce a comprehensive VET curriculum, including VET options for students in Years 7-10, together with opportunities to participate in school-based traineeships, particularly sports-related traineeships. To this end it has partnered with the National Aboriginal Sports Corporation Australia (NASCA) to develop opportunities for students in Year 11 and 12 to undertake sporting traineeships. The aim is to use sport as a way to keep students at school and engaged with learning, by encouraging students' self-belief, interest in sporting careers and recognition of the value of education.

The Board is impressed by what this new venture is achieving.

Georges River College Visit

Another interesting and informative visit was that paid by the Chairman and members to Georges River College, Oatley Senior Campus. The campus is located in Sydney's southern suburbs and was formed from three schools: Peakhurst High, Penshurst Girls High and Hurstville Boys High Schools. Of the 900 students, approximately 50 per cent are from a range of language backgrounds other than English, including Arabic and Chinese. Approximately 60 per cent of Year 11 and 12 students study a VET subject.

Oatley Senior Campus is a shared school/TAFE campus: TAFE NSW – Sydney Institute is the TAFE partner. The campus has a staff of 70, including 24 VET teachers from the school and TAFE NSW – Sydney Institute. All teachers are involved in the *School to Work* program that operates through a school-wide student tutorial program.

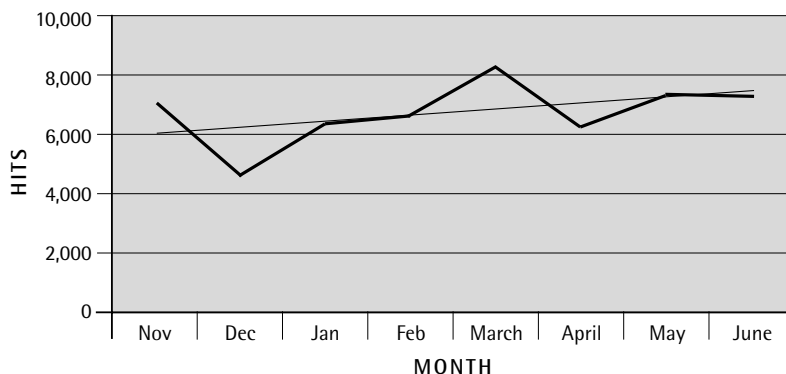
The Senior Campus offers six Industry Curriculum Framework courses through school delivery, nine Higher School Certificate (HSC) VET courses delivered by TAFE on site and Automotive and Electro-technology courses delivered off site by TAFE for the Oatley students. Students can also access a wide and interesting range of HSC VET courses at TAFE NSW colleges in other locations.

Board members were impressed by the range of VET courses available to students, the quality and varied experience of the teachers members met and the level of commitment to the partnership between the school and the TAFE.

Meetings

At the meeting in August 2003 of chairs of State training authorities with the Board of the Australian National Training Authority (ANTA) Bert Evans, BVET Chairman, tabled a paper highlighting concerns about training outcomes quality for trainees undertaking fully work-based traineeships. The ANTA Board and chairs supported his recommendation to ask the National Training Quality Council to conduct a national cross-industry strategic audit of the work-based pathway, to focus on trainee and employer satisfaction with Registered Training

Usage of Board of Vocational Education and Training Website (total hits per month)



Organisation (RTO) services, site audits of training delivered on-the-job, the marketing practices of RTOs, existing-worker training arrangements and RTO conflict-of-interest issues. After considerable delay, the National Training Quality Council agreed to preparation of a detailed project brief for the first stage of the strategic evaluation, for consideration early in the 2004-2005 year. This will focus on the risk where the traineeship is intended to be delivered fully in-the-workplace but where structured training is not taking place in line with the provisions of the training contract. The Chairman hosted a meeting of chairs of the State training authorities in Sydney in April 2004.

Board member Dr Paolo Totaro, AM, attended a large breakfast meeting for Arabic-speaking business owners held in Bass Hill, south-western Sydney, as part of the Board-sponsored project to improve traineeship program participation by Arabic-speaking young people and Arabic-speaking employers. There he spoke of the achievements and challenges for ethnic communities in participating in meaningful education, training and work.

The Board was able to promote the value of the NSW vocational education and training system to an international audience when the Chairman of the Board, Bert Evans, AO, Dr Totaro and a senior official of the NSW Department of Education and Training hosted a meeting of a delegation of 15 senior officials of the Ministry of Personnel from the People's Republic of China. The delegation had requested a meeting with representatives of the Board and the Department to learn more about the NSW VET system and the responsibilities and functions of the Board.

Website and Publications

The Board's revamped website continued to attract significant interest, with a high and increasing volume of traffic. June 2004 recorded 7,107 visits to the site, well over double the 2,979 recorded for June 2003. The site received 64,445 visits during the period in review. Over a third (36 per cent) of hits are from a wide range of countries overseas. A graph of monthly hits from November 2003 to July 2004 is shown above.

During 2003-2004 the Board's website was updated with news items, photos and reports on regional visits, the 2003 annual report and reports on completed projects as they became available.

A report on research previously undertaken into trends in apprenticeship and traineeship training was published during the year. It provides documentation of earlier investigation and analysis of the trends being examined in the Review of the NSW Traineeship System.

Enquiry service

The Board's website includes an email enquiry feature. Enquirers are promptly responded to by email and provided telephone numbers, web links and leads to information to answer their specific questions. The website enquiry facility complements the enquiry response service provided on the Board's public telephone line.

Financial Report

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GPO BOX 12
SYDNEY NSW 2001

Independent Audit Report

NSW Board of Vocational Education and Training

To Members of the New South Wales Parliament

Audit Opinion

In my opinion, the financial report of the NSW Board of Vocational Education and Training:

- (a) presents fairly the Board's financial position as at 30 June 2004 and its financial performance and cash flows for the year ended on that date, in accordance with applicable Accounting Standards and other mandatory professional reporting requirements in Australia, and
- (b) complies with section 41B of the *Public Finance Audit Act 1983* (the Act).

My opinion should be read in conjunction with the rest of this report.

The Board's Role

The financial report is the responsibility of the members of the NSW Board of Vocational Education and Training. It consists of the statement of financial position, the statement of financial performance, the statement of cash flows and the accompanying notes.

The Auditor's Role and the Audit Scope

As required by the Act, I carried out an independent audit to enable me to express an opinion on the financial report. My audit provides *reasonable assurance* to Members of the New South Wales Parliament that the financial report is free of *material* misstatement.

My audit accorded with Australian Auditing and Assurance Standards and statutory requirements, and I:

- evaluated the accounting policies and significant accounting estimates used by the Board in preparing the financial report, and
- examined a sample of the evidence that supports the amounts and other disclosures in the financial report.

An audit does *not* guarantee that every amount and disclosure in the financial report is error free. The terms 'reasonable assurance' and 'material' recognise that an audit does not examine all evidence and transactions. However, the audit procedures used should identify errors or omissions significant enough to adversely affect decisions made by users of the financial report or indicate that Board members had not fulfilled their reporting obligations.

My opinion does *not* provide assurance:

- about the future viability of the Board,
- that it has carried out its activities effectively, efficiently and economically, or
- about the effectiveness of its internal controls.

Audit Independence

The Audit Office complies with all applicable independence requirements of Australian professional ethical pronouncements.

The Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.

S Kalagurjevic FCPA
Director of Audit

SYDNEY 20 October 2004

Start of Audited Financial Report
Statement by
Members of the Board

New South Wales Board of
Vocational Education and Training
Financial Report
for the Year Ended 30 June 2004

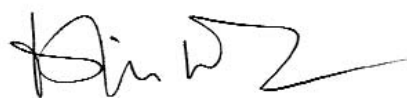
Pursuant to Section 41C(1B) and (1C) of the *Public Finance and Audit Act 1983*, and in accordance with a resolution of the Members of the New South Wales Board of Vocational Education and Training, we declare on behalf of the Board that in our opinion:

- (i) the accompanying financial report exhibits a true and fair view of the financial position of the New South Wales Board of Vocational Education and Training as at 30 June 2004 and transactions for the year then ended;
- (ii) the report has been prepared in accordance with the provisions of the *Public Finance and Audit Act 1983*, the *Public Finance and Audit Regulation 2000*, the Treasurer's Directions and other mandatory professional reporting requirements.

Further, we are not aware of any circumstances which would render any particulars included in the financial report misleading or inaccurate.



Bert Evans, AO
Chairman



Leslie Loble
Member

Statement of Financial Performance for the year ended 30 June 2004

	Note	2004 \$'000	2003 \$'000
Revenue from ordinary activities			
Operating revenue	2(a)	620	753
Project revenue		976	984
Total revenue from ordinary activities		1,596	1,737
Expenses from ordinary activities			
Operating expenses		623	742
Project expenses		792	816
Total expenses from ordinary activities	2(b)	1,415	1,558
Surplus from ordinary activities		181	179
Total changes in equity other than those resulting from transactions with owners as owners	6	181	179

The accompanying notes form part of this report.

Statement of Financial Position as at 30 June 2004

	Note	2004 \$'000	2003 \$'000
Current assets			
Cash	3	1,912	1,784
Receivables	4	2	12
Total current assets		1,914	1,796
TOTAL ASSETS		1,914	1,796
Current liabilities			
Payables	5	21	85
Total current liabilities		21	85
TOTAL LIABILITIES		21	85
NET ASSETS		1,893	1,711
Equity			
Accumulated funds		1,893	1,711
TOTAL EQUITY	6	1,893	1,711

The accompanying notes form part of this report.

Statement of Cash Flows

for the year ended

30 June 2004

	Note	2004 \$'000	2003 \$'000
Cash flows from operating activities			
<i>Payments</i>			
Operating payments		(656)	(782)
Project payments		(852)	(765)
Total payments		(1,508)	(1,547)
<i>Receipts</i>			
Interest received		97	85
Cash flows from government:			
Operating receipts		563	685
Project receipts		976	984
Total receipts		1,636	1,754
Net cash provided by operating activities	8	128	207
Cash flows from investing activities		--	--
Cash flows from financing activities		--	--
Net increase in cash held		128	207
Cash at the beginning of the financial year		1,784	1,577
Cash at the end of the financial year	3	1,912	1,784

The accompanying notes form part of this report.

Notes to and Forming Part of this Financial Report

I. Summary of Significant Accounting Policies

(a) The reporting entity

The New South Wales Board of Vocational Education and Training ('the Board') is the Government's principal advisory body on vocational education and training. The Board also liaises with the Australian National Training Authority (ANTA) over the provision and distribution of Commonwealth training funds in New South Wales and on national training policy.

The Board was constituted by the *Board of Vocational Education and Training Act 1994* on 1 July 1994. The Board is the body nominated as the State training agency for the purposes of the *Australian National Training Authority Act 1992*.

(b) Basis of accounting

The Board's financial report is a general purpose financial report which has been prepared on an accrual basis in accordance with applicable Australian Accounting Standards, the requirements of the *Public Finance and Audit Act 1983*, the *Public Finance and Audit Regulation 2000*, the Treasurer's Directions, Urgent Issues Group (UIG) Consensus Views and other authoritative pronouncements of the Australian Accounting Standards Board (AASB).

Where there are inconsistencies between the above requirements, the legislative provisions have prevailed.

In the absence of a specific accounting standard, other authoritative pronouncement of the AASB or UIG Consensus View, the hierarchy of the pronouncement as outlined in AAS 6 "Accounting Policies" is considered.

The financial report is prepared in accordance with the historical cost convention. All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency. Unless otherwise stated, the accounting policies adopted are consistent with those of previous years.

(c) Going concern

The Board's financial report has been prepared on a going-concern basis. The Board has received a guarantee from the Department of Education and Training of continued financial support in the event of any shortfall. This financial support has been made available until October 2005.

(d) Classification by function

In the statement of financial performance, all revenue and expenses from ordinary activities have been classified by function rather than nature. The Board administers funds for research projects. It is considered that classifying project and operating expenses separately provides the most relevant information about the Board's financial performance. Revenue and expenses have been classified by nature in note 2.

(e) Employee-related expenses

Employee-related expenses relate to Board members' fees, superannuation, workers' compensation and payroll tax. Board members are not entitled to annual leave or long service leave. The Board's liability for superannuation is assumed by the Crown.

(f) Non-current assets (property, plant and equipment)

The cost method of accounting is used for all acquisitions of assets controlled by the Board. Cost is determined as the fair value of the assets given up at the date of acquisition plus costs incidental to the acquisition. Assets are determined to be any item with a useful life exceeding twelve months and with a cost in excess of \$5,000. The Board does not currently have any non-current assets under its control.

(g) Cash

For the purposes of the statement of cash flows, cash includes cash at bank as at 30 June 2004.

(h) Comparatives

Where required, comparative figures have been adjusted to conform with changes in presentation for the current financial year.

(i) Revenue recognition

Revenue is recognised to the extent that it is probable that the economic benefits will flow to the entity and the revenue can be reliably measured. Additional comments regarding the accounting policies on the recognition of revenue are discussed below:

(i) Project funds represent income received from the Commonwealth. The Commonwealth funds are allocated by the Minister for Education and Training to the Board for vocational education and training projects. These funds are recognised when they are received; and

(ii) State contribution represents funding received by the Board from the Department of Education and Training to fund the Board's operating expenses. This funding is recognised when it is received.

(j) Corporate service support charge

Historically, corporate service support charge was provided to the Board free of charge by the Department of Education and Training. From the 2002 financial year, a charge for this support equal to 9% of forecasted recurrent expenditure (exclusive of property management) has been brought to account. This charge is an estimate based on studies of corporate services made by the Council on the Quality and Cost of Government. The estimate is meant to cover the costs associated with normal operations. Based on support provided to the Board in the current year, the 9% charge remains unchanged.

(k) Secretariat and operational support

Secretariat and operational support represents the salaries and wages of Department of Education and Training employees that were allocated to the Board during the year to provide a range of support services. These costs were incurred by the Department and have been subsequently recharged to the Board as a fee for services rendered when incurred. All related on-costs of these Department employees, such as workers' compensation and superannuation, have also been included in this fee.

(l) Accounting for the Goods and Services Tax (GST)

Revenues and expenses are recognised net of the amount of GST, except:

- (i) the amount of GST incurred by the Board as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of an item of expense; and
- (ii) receivables and payables are stated with the amount of GST included.

Notes to and Forming Part of this Financial Report (continued)

I. Summary of Significant Accounting Policies (continued)

(m) Adoption of international financial reporting standards

The Board will apply the Australian Equivalents to International Financial Reporting Standards (AIFRS) from the reporting period beginning 1 July 2005.

The transition to the new standards is being managed with support from the Department of Education and Training. Resources are being allocated to analyse the pending standards and Urgent Issues Group Abstracts to identify key areas regarding policies, procedures, systems and financial impacts affected by the transition.

As a result of this exercise, the Board has taken the following steps to manage the transition to the new standards:

- The Department's International Financial Reporting Standard Convergence Committee is overseeing the transition. The General Manager, Finance & Administration, is responsible for the project and the committee reports regularly on progress against the implementation plan.
- The following phases that need to be undertaken have been identified:
 - Establish a project team to implement AIFRS
 - Prepare a conversion project plan
 - Prepare an implementation timetable
 - Identify key areas of impact on accounting and reporting, operational issues, systems, controls and policies
 - Identify training needs
 - Implement any necessary systems, policies and procedures
 - Implementation of AIFRS and post implementation review.
- To date, the following phases have been implemented:
 - A project team has been established and meets on a weekly basis.
 - A conversion project plan has been approved.
 - An implementation timetable has been approved.
 - Training of key staff members has commenced.
 - Identification of key areas of impact has commenced.

The NSW Treasury is assisting agencies to manage the transition by developing policies, including mandates of options; presenting training seminars to all agencies; providing a website with up-to-date information to keep agencies informed of any new developments; and establishing an International Accounting Standards (IAS) Agency Reference Panel to facilitate a collaborative approach to manage the change.

The Board has identified a number of significant differences in accounting policies that will arise from adopting the AIFRS. Some differences arise because the AIFRS requirements are different from existing AASB requirements. Other differences arise from options in the AIFRS. To ensure consistency at the whole of government level, the NSW Treasury has advised the Board of options it is likely to mandate, and will confirm these during 2004/2005. This disclosure reflects these likely mandates.

The Board's accounting policies may also be affected by a proposed standard designed to harmonise accounting standards with Government Finance Statistics (GFS). This standard is likely to change the impact of the AIFRS and significantly affect the presentation of the income statement. However, the impact is uncertain, because it depends on when this standard is finalised and whether it can be adopted in 2005/2006.

Based on current information, the following key differences in accounting policies are expected to arise from adopting the AIFRS:

- AASB 1 First-time Adoption of Australian Equivalents to International Financial Reporting Standards requires retrospective application of the new AIFRS from 1 July 2004, with limited exemptions. Similarly, AASB 108 Accounting Policies, Changes in Accounting Estimates and Errors requires voluntary changes in accounting policy and correction of errors to be accounted for retrospectively by restating comparatives and adjusting the opening balance of accumulated funds. This differs from current Australian requirements, because such changes must be recognised in the current period through profit or loss, unless a new standard mandates otherwise.

- AASB 1004 Contributions applies to not-for-profit entities only. Entities will either continue to apply the current requirements in AASB 1004 where grants are normally recognised on receipt, or alternatively apply the proposals on grants included in Exposure Draft (ED) 125 Financial Reporting by Local Governments. If the ED 125 approach is applied, revenue and/or expense recognition will be delayed until the agency supplies the related goods and services (where grants are in-substance agreements for the provision of goods and services) or until conditions are satisfied.

Notes to and Forming Part of this Financial Report (continued)

2. Revenue and Expenditure from Ordinary Activities

(a) Classification of operating revenue by nature

	2004 \$'000	2003 \$'000
State contribution	501	645
Acceptance by the Crown of employee benefits (see note below)	22	23
Interest income	97	85
	620	753

Acceptance by the Crown of employee benefits comprises the following specific items:

Superannuation	21	22
Payroll tax on superannuation	1	1
	22	23

(b) Classification of expenses by nature

Employee related expenses (see note below)	267	286
Fees and charges	649	467
Secretariat and operational support	233	358
Traineeship subsidies	146	225
Corporate service support charge	54	58
Agency staff	--	19
Accommodation	18	23
Audit fee	14	13
Travel and motor vehicles	10	18
Printing and freight	22	19
Stores	2	16
Advertising	--	56
	1,415	1,558

Employee related expenses comprises the following specific items:

Board member fees	227	244
Workers' compensation insurance	5	4
Superannuation contributions	20	22
Payroll tax	15	16
	267	286

Notes to and Forming Part of this Financial Report (continued)

3. Current Assets – Cash

Cash at the end of the financial year as shown in the statement of cash flows is reconciled to the statement of financial position as follows:

	2004 \$'000	2003 \$'000
Cash at bank		
Operating funds	27	33
Project funds	1,885	1,751
Closing cash (as per statement of cash flows)	1,912	1,784

4. Current Assets – Receivables

Receivables of \$1,712 (\$12,000 in 2003) represent the goods and services tax (GST) paid or payable to suppliers that will be claimed back in the next reporting period from the Australian Taxation Office (ATO) as input tax credits.

5. Current Liabilities – Payables

Payables of \$21,143 (\$85,000 in 2003) represent liabilities for goods and services received prior to the end of the financial year which are unpaid and goods and services tax (GST) payable to the Australian Taxation Office.

6. Changes in Equity

	2004 \$'000	2003 \$'000
Total equity at the beginning of the reporting period	1,712	1,532
Total changes in equity recognised in the statement of financial performance	181	179
Total equity at the reporting date	1,893	1,711

7. Audit Fee

An audit fee of \$14,400 excluding GST has been charged to the Board for the 2004 financial year (\$13,700 in 2003). The auditors received no other benefits.

Notes to and Forming Part of this Financial Report (continued)

8. Note to Statement of Cash Flows

Reconciliation of net cash provided by operating activities
with the result from ordinary activities:

	2004 \$'000	2003 \$'000
Surplus from ordinary activities	181	179
Increase / (Decrease) in provisions	--	(17)
Increase / (Decrease) in payables	(64)	49
(Increase) / Decrease in receivables	11	(4)
Net cash provided by operating activities	128	207

9. Contingent Liabilities

At the time of completion of the Board's financial report, the Board is not aware of any contingent liabilities in existence as at 30 June 2004 (nil in 2003).

10. Financial Instruments

Financial instruments give rise to positions that are a financial asset of the Board and a financial liability to another party. For the Board these instruments include cash, receivables and payables. All financial instruments are shown at net fair value unless stated otherwise.

Significant terms and conditions of financial instruments are as follows:

(1) Cash

Cash comprises the bank balance within the Treasury banking system. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11am unofficial cash rate, adjusted for a management fee to Treasury.

(2) Receivables

Receivables represent the GST paid or payable to suppliers that will be claimed back in the next reporting period from the ATO as input tax credits. These amounts are generally received in the following month and do not accrue interest.

(3) Payables

These amounts represent liabilities for goods and services (including GST) provided prior to the end of the financial year which are unpaid. The amounts are unsecured and are usually paid within the terms of credit. Generally these amounts do not incur interest.

Notes to and Forming Part of this Financial Report (continued)

Interest rate risk

Interest rate risk is the risk that the value of the financial instruments will fluctuate due to changes in market interest rates. The Board's exposure to interest rate risk and the effective interest rates of financial assets and liabilities are as follows:

	Floating interest rate		Non-interest bearing		Total carrying amount as per statement of financial position	
	2004 \$'000	2003 \$'000	2004 \$'000	2003 \$'000	2004 \$'000	2003 \$'000
Financial assets						
Cash	1,912	1,784	--	--	1,912	1,784
Receivables	--	--	2	12	2	12
Total financial assets	1,912	1,784	2	12	1,914	1,796
Financial liabilities						
Payables	--	--	21	85	21	85
Total financial liabilities	--	--	21	85	21	85
Net financial asset/ (liability)	1,912	1,784	(19)	(73)	1,893	1,711

Weighted average effective interest rate 5.18% (4.84% in 2003).

Credit risk

The amounts shown as receivables are GST paid or payable to suppliers that will be claimed back from the ATO as input tax credits. There is no credit risk (risk of financial loss arising from the failure of another party to discharge a financial obligation) to the Board as the ATO will discharge this obligation.

II. After Balance Date Events

There has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely to affect significantly the operations of the Board, the results of those operations or the state of affairs of the Board in subsequent financial years.

End of Audited Financial Report

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Appendix I: Ethnic Affairs Priorities Statement

The Board's work is informed by the principles for equity in education and training outlined in the *NSW Charter for Education and Training*. The charter articulates the NSW Government's commitment to building a high-quality and fair education and training system.

The Charter's first principle is that everyone is entitled to high-quality education and training programs that provide recognised credentials and clear pathways to employment and lifelong learning. The outcomes of education and training should not depend on factors beyond the learner's control or influence. Language and cultural differences are recognised as barriers to participation in education and training for people of all ages, and the Board supports Australian and NSW Government initiatives aimed at breaking down these barriers.

Another principle of the charter for education and training is recognising and valuing the diversity of the population through inclusive approaches to the development, conduct and evaluation of programs. The Board contributes to the shaping of the vocational education and training system through developing and advising on strategic plans for the sector. In accordance with these plans it also supports and develops innovative projects to meet skill needs for participation.

To understand the vocational education and training environment and to inform itself about skill needs of communities and groups, the Board regularly consults with a wide range of people, including people of diverse cultural and linguistic backgrounds. It also promotes the value of the NSW vocational education and training system. In the exercise of all these responsibilities the Board demonstrates its commitment to inclusivity and a strong focus on responding to the skill needs of people experiencing barriers to participation in vocational education and training (VET).

Achievements under VET plans

The *Annual NSW VET Plan*, which outlines strategies and initiatives responding to the annual national VET priorities agreed to by States and Territories, is developed under the auspices of the Board. The Board ensures that the plan includes strategies addressing the

special needs of people of culturally and linguistically diverse backgrounds.

Under the annual VET plans for 2003 and 2004, courses continued to be delivered to growers of non-English speaking background in the Sydney basin in areas relating to efficient water use, farm chemical application and environmental management. Training was delivered for the first time to poultry farmers, mushroom growers and orchardists. *Waterwise* training, an education awareness program that assists irrigators to optimise on-farm water use efficiency and maximise yield of irrigated crops and pastures, has been carried out for 30 growers from culturally and linguistically diverse backgrounds. Training materials were produced in Khmer, Vietnamese and Arabic. Many of these growers had never participated in structured training before.

A parallel project, called *Productive Diversity*, is investigating recognition of prior learning for vegetable growers from culturally and linguistically diverse backgrounds. The project examines the special needs of this group in the Sydney basin so that the recognition process can be customised to achieve improved outcomes. It also provided materials about skills recognition and self-assessment methods in plain English.

Training was delivered using experienced accredited bi-lingual trainers in Australian business, tax and finance laws and regulations to ensure small business operators from culturally and linguistically diverse backgrounds fully comprehend the compliance required. Strong links have already been established with the Australian Taxation Office, the NSW Office of Fair Trading, Austrade, the NSW Office of Industrial Relations and the Australian Department of Transport and Regional Services to identify potential clients.

A guide was developed for TAFE NSW staff to improve information services for people from language backgrounds other than English, and client access to interpreters and translated materials was improved. VET programs are promoted to people from culturally diverse backgrounds. Information about TAFE programs, recognition of overseas qualifications for study in TAFE NSW, entry requirements and support services is available in 22 languages other than English.

The Board-funded project to improve the uptake of traineeships by Arabic-speaking

young people and Arabic-speaking employers continued. It trialled a range of strategies to increase the participation of Arabic-speaking young people and business owners in traineeship programs in Sydney's Bankstown, Granville and Liverpool areas. The purpose of the project was to develop a portable, systematic and sustainable model which can be used for promoting traineeships in other communities.

The *2005 Annual NSW VET Plan* will include strategies for clients from culturally and linguistically diverse backgrounds.

Consultation and Promotion

In line with its commitment to ensuring that all people in New South Wales have equal access to quality training, the Board regularly consults with a wide range of communities and groups, including people from culturally and linguistically diverse backgrounds. Consultation takes place in metropolitan and regional areas as part of the Board's community consultation program. Organisations and government agencies representing the interests of people from culturally diverse backgrounds attend the Board's forums on vocational education and training. As part of the Board's consultation program, members also meet with TAFE NSW and other training providers regarding the implementation of initiatives that address the specific training needs of people from language backgrounds other than English.

Part of the Board's role is to promote the value of vocational education and training as well as the results of successful training initiatives throughout New South Wales. During the Board's consultation visits to schools and TAFE NSW campuses, members have seen a range of learning environments and teaching styles where the needs of all students from the most disparate backgrounds are successfully addressed. The Board encourages the removal of language and cultural barriers to learning by supporting and promoting the initiatives and achievements of teachers and training providers who foster an inclusive learning culture.

Appendix 2

Code of Conduct

The code of conduct applying to Board members is specified in Schedule 1 of the *NSW Board of Vocational Education and Training Act 1994*.

The code states that:

(1) If:

(a) a member of the Board has an interest in a matter being considered or about to be considered at a meeting of the Board; and

(b) the interest appears to raise a conflict with the proper performance of the member's duties in relation to the consideration of the matter, the member must, as soon as possible after the relevant facts have come to the member's knowledge, disclose the nature of the interest at a meeting of the Board.

(2) A disclosure by a member at a meeting of the Board that the member:

(a) is a member, or is in the employment, of a specified company or other body; or

(b) is a partner, or is in the employment of a specified person; or

(c) has some other specified interest relating to a specified company or other body or to a specified person

is a sufficient disclosure of the nature of the interest in any matter relating to that company or other body or to that person which may arise after the date of the disclosure and which is required to be disclosed under subclause (1).

(3) Particulars of any disclosure made under this clause must be recorded by the Board in a book kept for the purpose and that book must be open at all reasonable hours to inspection by any person.

(4) After a member of the Board has disclosed the nature of an interest in any matter, the member must not, unless the Board otherwise determines:

(a) be present during any deliberation of the Board with respect to the matter, or

(b) take any part in the decision of the Board with respect to the matter.

(5) For the purpose of the making of a determination by the Board under subclause (4), a member of the Board who has an interest in the matter to which the disclosure relates must not:

(a) be present during any deliberation of the Board for the purpose of making the determination; or

(b) take part in the making by the Board of the determination.

(6) A contravention of this clause does not invalidate any decision of the Board.

The Department of Education and Training's *Code of Conduct* applies to staff providing assistance to the Board and is referred to in the Department's annual report.

Appendix 3:

Report of Operations

The following report addresses additional matters, most of which are reporting requirements of the *Annual Reports (Statutory Bodies) Act 1984* or the *Annual Reports (Statutory Bodies) Regulation 2002*.

Access

Correspondence to the NSW Board of Vocational Education and Training should be addressed to the Board at:

Level 3
35 Bridge Street
Sydney NSW 2000
Telephone: 02 9561 1500
Facsimile: 02 9561 1499
www.bvet.nsw.gov.au

Management and structure

Refer to *Members of the Board* pages 5-7.

Summary review of operations

Refer to *The Year in Review*, pages 8-24.

Funds granted to non-government community organisations

No funds were granted to non-government community organisations.

Legal change

No legal changes have taken place during the year in review that affect the Board or its operations.

Economic or other factors

There have been no economic factors that have affected the Board's operational objectives during the year in review.

Management and activities

See *The Year in Review* pages 8-24.

Research and development

See *The Year in Review*, pages 8-24.

Human Resources

The Board's personnel and industrial relations practices are in accordance with the NSW Department of Education and Training's policies and Public Employment Office guidelines.

Consultants

No consultants were engaged by the Board during the year in review.

Equal Employment Opportunity

The Board adheres to the Department of Education and Training's Equal Employment Opportunity (EEO) policies and practices. The Department's EEO initiatives are highlighted in its annual report.

Disability plans

The Board adheres to the *NSW Disability*

Policy Framework through the Department of Education and Training's *Disability Action Plan*.

Land disposal

The Board does not own land or buildings.

Promotion

Refer to *The Year in Review*, pages 23-24.

Consumer response

The Board is open to, responds to and addresses any suggestions or complaints it receives. Any complaints to the Board would be dealt with according to the Department of Education and Training's policy *Responding to Suggestions, Complaints and Allegations*.

Guarantee of service

The Board is covered by the Department of Education and Training's Guarantee of Service. Service performance is highlighted in the Department's annual report.

Payment of accounts

The Board's accounts are paid centrally by the Department of Education and Training.

Risk management and insurance

Risk management and insurance policies covering Board members and clients are the responsibility of the Department of Education and Training's corporate services division and are reported through the Department's annual report.

Disclosure of controlled entities

The Board does not control any entities.

Ethnic Affairs Priorities Statement

Refer to *Appendix 1*.

NSW Government Action Plan for Women

Vocational education and training initiatives for women undertaken with Board funding are reported by the agencies managing the projects in relevant reports against the *NSW Government Action Plan for Women 2003-2005*.

Occupational Health and Safety

The occupational health and safety of Board members and staff is the responsibility of the NSW Department of Education and Training's corporate services division. Occupational health and safety initiatives are reported in the Department's annual report.

Waste

Implementation of the Government's *Waste Reduction and Purchasing Policy* is the responsibility of the Department of Education and Training's corporate services division. Waste reduction initiatives are reported through the Department's annual report.

Annual Report costs

The total external costs incurred in production of the 2004 Annual Report of the NSW Board of Vocational Education and Training are \$ 9,210, including GST.

The Board's annual report and other Board publications and reports are available for viewing and downloading on the Board's website, www.bvet.nsw.gov.au. They are also available in hard copy by contacting the Board on (02) 9561 1500 or by writing to:

The NSW Board of Vocational Education and Training
35 Bridge Street
SYDNEY NSW 2001.

Investment performance

Board funds are managed by the Department of Education and Training.

Performance and numbers of executive officers

Staff of the Board's secretariat are employed by the Department of Education and Training, which reports performance and numbers of executive officers in its annual report.

Freedom of Information Act

The Board received no requests for information under the Freedom of Information Act 1989.

Records management

The Board's record management procedures are in accord with those used by the Department of Education and Training.

Privacy management plan

The Board adheres to the Department of Education and Training's *Privacy Code of Practice*. The Department's privacy and personal information initiatives are highlighted in the Department's annual report.

Government energy management policy

Implementation of the *Government Energy Management Policy* is the responsibility of the Department of Education and Training's corporate services division. Energy management initiatives are reported through the Department's annual report.

Electronic service delivery

The Board maintains a website on which publications and reports may be accessed and downloaded. It also provides on its website an email service for enquiries relating to vocational education and training in New South Wales.

Credit card certification

The Board does not hold any credit cards.

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